

Topic Progression

FS1 Cycle 1

EYFS Curriculum Intent:

Our curriculum is designed to

- Provide children with hands-on learning experiences that engage and inspire
- Ensure that our children are confident communicators capable of building strong relationships based on a foundation of Restorative Practice
- Encourage a lifelong love of reading
- Develop each individual according to their strengths, needs and interests
- Enable children to develop the maths and literacy skills they need to access the KS1 curriculum

A blurred background image of an autumn landscape. It features trees with yellow and orange leaves, a body of water in the distance, and a path leading towards the water. The overall scene is peaceful and scenic.

Autumn Term

Me and My Family

Vehicles Around Us

Christmas

SPARKS – Spots and Stripes Day

This term's news:

Welcome back to our older children and welcome to our new starters. We are excited to begin a new year in Red Base. This term, we will be learning about ourselves and our families. We will name the different parts of our bodies and meet people who do the key jobs in our school family.

In PSED we will: Develop our class charter, discussing how we can stay safe and respect others in our setting. We will talk about the characters in our stories and how they are feeling. We will complete our feelings chart daily and talk about how we are feeling during key worker group times. We will talk about how to keep ourselves safe.

As Communicators we will: Learn new songs and rhymes about ourselves and our families. We will learn to tell the story 'My Mum and Dad Make Me Laugh' and recall what has happened. We will talk about which parts of the stories we liked or disliked and begin to express our points of view. We will answer 'why' questions about the events in our stories. We will learn new vocabulary associated with our stories, such as *weekday*, *weekend*, *safari*, *splendid*.

As Readers and Authors we will:

Learn words and phrases from My Mum and Dad Make me Laugh. We will talk about who is in the story and what they are doing, developing our vocabulary. In phonics, we will be tuning into sounds and creating beats and rhythms with percussion instruments. We will also explore the sounds we can make with our own bodies – stamping, marching, clapping and more. We will trace over our names and adults will support the children in writing for a range of purposes.

All About Me

Key Text: My Mum and Dad Make

Me Laugh

As Mathematicians we will:

Look at spotty and stripy patterns when we read 'My Mum and Dad Make Me Laugh'. We will learn counting rhymes related to people, families and body parts (fingers and toes) and begin to show the correct number of fingers to represent an amount. We will measure our height and find out when our birthdays are. We will compare the size of our hands and feet. We will start to learn the names of some familiar 2d shapes and complete simple patterns. We will begin to count sets of objects within 5 and start to compare these using the vocabulary 'more' and 'fewer'.

In developing our Understanding of the World we will:

Be talking about who is in our family and compare our family to others, talking about similarities and differences. We will look at our baby photos and make family trees. We will be meeting some key adults in our school family and finding out about the jobs they do.

We will explore the changing seasons and natural materials through our regular Welly Walks.

As part of our Physical Development we will:

Sing songs that name the different parts of our bodies. We will sing and dance to number and phonics songs. We will spend lots of time playing outside, developing our climbing, balance and co-ordination. Every day we will practice our fine motor skills, including cutting, tracing and threading.

Through Expressive Arts and Design we will:

Draw and paint self-portraits. We will make collages of ourselves, choosing our own materials. We will create family trees and draw pictures of our families. We will draw around ourselves and make life-size pictures. We will make hand prints and foot prints. We will use printing techniques to create spotty and stripy patterns. In the role play area, children will be able to reenact familiar scenarios from their home life.

Communication & Language

Children in F1 will interact with adults on a daily basis, developing their listening, attention, understanding and speech. They will learn and use new vocabulary associated with this term's topic and tell stories using the Talk for Writing approach. Children will be supported in their awareness of sentence structure by exploring elements of the class texts using Language in Colour. Children will sing songs and rhymes on a daily basis.

Speaking

Sing a large repertoire of songs.
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
Use longer sentences of four to six words.
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Can start a conversation with an adult or a friend and continue it for many turns.
Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Listening, Attention and Understanding

Enjoy listening to longer stories and can remember much of what happens.
Can find it difficult to pay attention to more than one thing at a time.
Use a wider range of vocabulary.
Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
Understand 'why' questions, like: "Why do you think Mr Bear is cross?"

PSED

Children in F1 will be developing their own class charter and learning how to be a valuable member of our community. Children will complete the feelings chart daily and discuss their feelings during key worker group times. Through Restorative Practice, children will be encouraged to consider how their actions make other people feel.

Self-Regulation

Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
Increasingly follow rules, understanding why they are important.
Do not always need an adult to remind them of a rule.
Develop appropriate ways of being assertive.

Managing Self

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Begin to understand how others might be feeling.
Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Building Relationship

Develop their sense of responsibility and membership of a community.
Become more outgoing with unfamiliar people, in the safe context of their setting.
Show more confidence in new social situations.
Play with one or more other children, extending and elaborating play ideas.

Physical Development

Children in F1 will be learning to develop their gross motor skills through their time in the outdoor area, developing their climbing, balancing and co-ordination skills. They will take part daily in action rhymes and songs. They will be building finger strength through daily fine motor activities and regular cutting and tracing activities.

Fine Motor Skills/ Health and Self Care

Use one-handed tools and equipment, for example, making snips in paper with scissors.
Use a comfortable grip with good control when holding pens and pencils.
Start to eat independently and learning how to use a knife and fork.
Show a preference for a dominant hand.
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
Make healthy choices about food, drink, activity and toothbrushing.

Gross Motor Skills

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
Go up steps and stairs, or climb up apparatus, using alternate feet.
Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Use large-muscle movements to wave flags and streamers, paint and make marks.
Start taking part in some group activities which they make up for themselves, or in teams.
Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Children in F1 will be observing the changing seasons on our regular Welly Walks and exploring the world around them. They will take a trip around the school and find out about the different jobs people do. They will be learning about themselves and their families, discussing similarities and differences.

Past and Present

Begin to make sense of their own life-story and family's history

People, Culture and Communities

Continue to develop positive attitudes about the differences between people.
Show interest in different occupations.

The Natural World

Use all their senses in hands-on exploration of natural materials.
Explore collections of materials with similar and/or different properties.
Talk about what they see, using a wide vocabulary.
Begin to understand the need to respect and care for the natural environment and all living things.
Talk about the differences between materials and changes they notice.
Explore and talk about different forces they can feel.

Expressive Arts and Design

The children in F1 will be learning different media and techniques through their explorations in our creative area, as well as learning through adult-led activities. They will be developing their role play in our home corner. Children will learn lots of new songs and dances, including traditional nursery rhymes and songs linked to our stories.

Creating with Materials

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Explore colour and colour-mixing.

Being Imaginative

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park

Key Vocabulary for this topic:

Spots, stripes, winter, summer, weekdays, weekends, safari, zebras, elephants, family, mother, father, grandparents, auntie, uncle, brother, sister, man, lady, boy, girl, he, she, teacher, cook, caretaker.

A blurred background image of an autumn landscape. It features trees with orange and yellow leaves, a path, and a body of water in the distance under a clear blue sky.

Autumn Term

Me and My Family

Vehicles Around Us

Christmas

SPARKS – Fire Engine / digger visit, Traffic counting

This term's news:

This term, we will be learning about vehicles and how their drivers help us. We will be talking about how we travel to school and looking at the different vehicles we see around us. We will also be finding out why we celebrate Christmas and talking about the celebrations of Diwali and Bonfire Night.

In PSED we will: Find out more about people in our community and the jobs that they do to help us. We will continue to refer to our class charter, discussing how we can stay safe and respect others in our setting. We will talk about road safety. We will complete our feelings chart daily and talk about how we are feeling during key worker group times.

As Communicators we will: Learn new songs and rhymes about, vehicles and celebrations. We will learn rhymes from the story 'Dig Dig Digging' and recall what has happened. We will talk about which parts of the stories we liked or disliked and begin to express our points of view. We will answer 'why' questions about the events in our stories. We will learn new vocabulary associated with our stories, such as, *scooping* and *swooshing*, *squelching*, *gobbling*.

As Readers and Authors we will:

Learn words and phrases from "Dig Dig Digging". We will talk about which vehicles are in the story and what they are doing, developing our vocabulary. In phonics, we will be tuning into sounds and creating beats and rhythms with percussion instruments. We will identify and copy the sounds made by different vehicles. We will also explore the sounds we can make with our own bodies – stamping, marching, clapping and more. We will trace over our names and adults will support the children in writing for a range of purposes.

Vehicles Around Us

Key Text:

Dig Dig Digging

As Mathematicians we will:

Make pictograms of the different vehicles we see on our traffic count and of how we travel to school. We will learn counting rhymes related to vehicles and begin to show the correct number of fingers to represent an amount. We will make shape pictures of vehicles, naming the shapes we have used. We will play games using positional language. We will begin to count sets of vehicles within 5 and start to compare these using the vocabulary 'more', 'fewer' and 'the same'.

In developing our Understanding of the World we will: Investigate pulleys and slopes when we look at different vehicles. We will find out about the different jobs people do in our community. We will investigate floating and sinking. We will explore the changing seasons and natural materials through our regular Welly Walks. Through finding out about Christmas and Diwali, we will talk about different countries.

As part of our Physical Development we will:

Ride bikes and scooters and build garage role play areas with the blocks and crates. Make a car wash for bikes in the outdoor area. Sing and dance to number and phonics songs. Play 'stop' and 'go' games pretending to be different vehicles. Every day we will practice our fine motor skills, including cutting, drawing and threading.

Through Expressive Arts and Design we will:

Engage in role play in our garage and car wash areas and act out scenarios from Dig Dig Digging using small world characters and settings. We will use junk modelling to make large and small scale vehicles from the story. We will use tyres for printing, inside and outside. We will create Christmas cards and decorations.

Communication & Language

Children in F1 will interact with adults on a daily basis, developing their listening, attention, understanding and speech. They will learn and use new vocabulary associated with vehicles and tell stories using the Talk for Writing approach. Children will be supported in their awareness of sentence structure by exploring elements of the class texts using Language in Colour. Children will sing songs and rhymes on a daily basis.

Speaking

Sing a large repertoire of songs.
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
Use longer sentences of four to six words.
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Can start a conversation with an adult or a friend and continue it for many turns.
Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Listening, Attention and Understanding

Enjoy listening to longer stories and can remember much of what happens.
Can find it difficult to pay attention to more than one thing at a time.
Use a wider range of vocabulary.
Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
Understand 'why' questions, like: "Why do you think Mr Bear is cross?"

PSED

Children in F1 will be developing their own class charter and learning how to be a valuable member of our community. Children will complete the feelings chart daily and discuss their feelings during key worker group times. Through Restorative Practice, children will be encouraged to consider how their actions make other people feel.

Self-Regulation

Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
Increasingly follow rules, understanding why they are important.
Do not always need an adult to remind them of a rule.
Develop appropriate ways of being assertive.

Managing Self

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Begin to understand how others might be feeling.
Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Building Relationship

Develop their sense of responsibility and membership of a community.
Become more outgoing with unfamiliar people, in the safe context of their setting.
Show more confidence in new social situations.
Play with one or more other children, extending and elaborating play ideas.

Physical Development

Children in F1 will be learning to develop their gross motor skills through their time in the outdoor area, developing their climbing, balancing and co-ordination skills. They will take part daily in action rhymes and songs. They will be building finger strength through daily fine motor activities and regular cutting and tracing activities.

Fine Motor Skills/ Health and Self Care

Use one-handed tools and equipment, for example, making snips in paper with scissors.
Use a comfortable grip with good control when holding pens and pencils.
Start to eat independently and learning how to use a knife and fork.
Show a preference for a dominant hand.
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
Make healthy choices about food, drink, activity and toothbrushing.

Gross Motor Skills

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
Go up steps and stairs, or climb up apparatus, using alternate feet.
Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Use large-muscle movements to wave flags and streamers, paint and make marks.
Start taking part in some group activities which they make up for themselves, or in teams.
Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Understanding the World

Children in F1 will be observing the changing seasons on our regular Welly Walks and exploring the world around them. They will be learning about families in different countries and cultures. They will investigate slopes, pulleys and other mechanisms through different vehicles and find out about the jobs done by the drivers.

People, Culture and Communities

Continue to develop positive attitudes about the differences between people.
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Show interest in different occupations.

The Natural World

Use all their senses in hands-on exploration of natural materials.
Explore collections of materials with similar and/or different properties.
Talk about what they see, using a wide vocabulary.
Begin to understand the need to respect and care for the natural environment and all living things.
Talk about the differences between materials and changes they notice.
Explore and talk about different forces they can feel.

Expressive Arts and Design

The children in F1 will be learning different media and techniques through their explorations in our creative area, as well as learning through adult-led activities. They will be developing their role play in our home corner, garage and car wash role play areas. Children will learn lots of new songs and dances, including traditional nursery rhymes and songs linked to vehicles.

Creating with Materials

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Explore colour and colour-mixing.

Being Imaginative

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park

Key Vocabulary for this topic:

Names of vehicles

Scooping, earth, lifting, tipping, huge, swooshing, gobble



Spring Term 1

My Home

Wheeler Primary School - Topic Planning FS 1

Sparks: Teddy Bear's Picnic, local area walk

This Term's News:

We will be reading *Peace At Last* and talking about our homes. We will name the rooms that Mr Bear visits in the story. We will be finding out about different types of homes and talking about our own homes. We are looking forward to welcoming our new starters this half term.

In PSED we will:

Refer regularly to our class charter, discussing how we can stay safe and respect others in our setting. We will be responsible for our surroundings, keeping it tidy and washing up our milk cups. We will select our own resources and share them with others. We will complete our feelings chart daily and talk about how we are feeling during key worker group times.

As Communicators we will:

Learn nursery rhymes. We will learn to tell the *We Are Family* story, using actions and story maps to help us. We will answer 'why' questions about the events in our story. We will learn new vocabulary associated with 'Peace at Last', such as *snuffle* and *refrigerator*, and name different parts of the house and what can be found in it.

As Readers and Authors we will:

We will be focusing on our text, *Peace At Last*..

We will be talking about who is in the story, where they are and what they are doing. We will look at homes in different stories and talk about fairytale homes.

We will be developing our awareness of the initial sounds of our names and familiar words.

We will learn some more rhymes and listen for the rhyming words. We will practice tracing our names and begin to copy some of the letters.

Home is Where the Heart is

Key Text: Peace At Last

As Mathematicians we will:

We will look at groups of 3 objects (starting with bears) and how they remain 3 even if we move them around. We will be counting the rooms in our houses and features such as windows. We will look at house numbers and learn our own. We will make pictograms about the different types of houses we live in.

We will be singing lots of number rhymes and songs. We will be counting every day. We will be exploring patterns and shapes in the home. We will be learning to count sets of objects within 5 and starting to recognise the numerals.

We will talk about day and night when we read 'Peace at Last'.

In developing our Understanding of the World we will: Walk around the local area, looking at the different homes. We will find out about homes in different part of the world.

We will go on fortnightly welly walks around the school grounds, observing the changes in the seasons and enjoying time playing in the wooded area, maybe we will find a bear! We will also be finding out about Chinese New Year.

As part of our Physical Development we will:

Use the large blocks and crates to build homes in the outdoor area.

We will be developing our fine motor skills through activities such as cutting and threading to build strength in our fingers.

We will also be developing our gross motor skills through a wide range of physical activities, including bike riding, balancing and climbing. We will learn lots of fun dancing and action songs.

Through Expressive Arts and Design we will:

Build large- and small-scale homes using junk modelling. We will paint our homes to create a street scene. We will produce paintings and collages of bears. We will be exploring a wide variety of media and materials.

We will be developing our imaginative play by engaging in role play, in the home corner and outside, and small world play using the dolls house. We will be playing percussion instruments loudly and softly.

Communication and Language

Children in F1 will interact with adults on a daily basis, developing their listening, attention, understanding and speech. They will learn and use new vocabulary associated with this term's topic and tell stories using the Talk for Writing approach. Children will be supported in their awareness of sentence structure by exploring elements of the class texts using Language in Colour. Children will sing songs and rhymes related to homes and bears.

Listening, Attention and Understanding

Enjoy listening to longer stories and can remember much of what happens.
Can find it difficult to pay attention to more than one thing at a time.
Use a wider range of vocabulary.
Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
Understand 'why' questions, like: "Why do you think Mr Bear is cross?"

Speaking

Sing a large repertoire of songs.
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
Use longer sentences of four to six words.
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Can start a conversation with an adult or a friend and continue it for many turns.
Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

PSED

Children in F1 will be developing their own class charter and learning how to be a valuable member of our community. Children will complete the feelings chart daily and discuss their feelings during key worker group times. Children will be encouraged to become increasingly responsible for themselves and their surroundings. Through Restorative Practice, children will be encouraged to consider how their actions make other people feel.

Self Regulation

Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
Increasingly follow rules, understanding why they are important.
Do not always need an adult to remind them of a rule.
Develop appropriate ways of being assertive.

Managing Self

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Begin to understand how others might be feeling.
Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Building Relationship

Develop their sense of responsibility and membership of a community.
Become more outgoing with unfamiliar people, in the safe context of their setting.
Show more confidence in new social situations.
Play with one or more other children, extending and elaborating play ideas.

Physical Development

Children in F1 will be learning to develop their gross motor skills through their time in the outdoor area, developing their climbing, balancing and co-ordination skills. They will take part daily in action rhymes and songs. They will be building finger strength through daily fine motor activities and regular cutting and tracing activities.

Fine Motor Skills/ Health and self Care

Use one-handed tools and equipment, for example, making snips in paper with scissors.
Use a comfortable grip with good control when holding pens and pencils.
Start to eat independently and learning how to use a knife and fork.
Show a preference for a dominant hand.
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
Make healthy choices about food, drink, activity and toothbrushing.

Gross Motor Skills

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
Go up steps and stairs, or climb up apparatus, using alternate feet.
Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Use large-muscle movements to wave flags and streamers, paint and make marks.
Start taking part in some group activities which they make up for themselves, or in teams.
Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Understanding the World

Children in F1 will be observing the changing seasons on our regular Welly Walks and exploring the world around them. They will learn about the celebration of Chinese New Year and find out about life in China. Children will look at how homes can be the same and different, developing positive attitudes about these differences. They will find out about homes around the world.

People, Culture and Communities

Continue to develop positive attitudes about the differences between people.
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Show interest in different occupations.

The Natural World

Use all their senses in hands-on exploration of natural materials.
Explore collections of materials with similar and/or different properties.
Explore and talk about different forces they can feel.
Talk about what they see, using a wide vocabulary.
Begin to understand the need to respect and care for the natural environment and all living things.
Talk about the differences between materials and changes they notice.

Expressive Arts and Design

The children in F1 will be learning different media and techniques through their explorations in our creative area, as well as learning through adult-led activities related to the animals in our stories. They will be encouraged to select their own resources to create 2d and 3d works of art. They will be developing their role play in our home corner and shop role play areas. Children will learn lots of new songs and dances, including traditional nursery rhymes and songs linked to our stories.

Creating with Materials

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Explore colour and colour-mixing.

Being Imaginative

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park

Key Vocabulary for this topic:

Leaky, snuffle, uncomfortable, peace, peeped, refrigerator

rooms in the house eg *hallway, living room*, familiar items in those rooms eg, *fridge, freezer, microwave, wardrobe*

A vibrant spring landscape featuring a field of colorful tulips in shades of red, yellow, and pink. In the background, there are several large trees with sparse green leaves and some bare branches, suggesting early spring. The sky is a clear, light blue. The overall scene is bright and cheerful.

Spring Term 2

Animals Around Us

Wheeler Primary School - Topic Planning FS 1

Sparks: Baking Gingerbread Men,
Visit from vet

This Term's News:

We will be learning about pets, farm animals (especially those in our story) and woodland animals. We will be learning the names of some familiar animals. We will be reading The Gingerbread Men and making our own gingerbread men.

In PSED we will:

Refer regularly to our class charter, discussing how we can stay safe and respect others in our setting. We will be responsible for our surroundings, keeping it tidy and washing up our milk cups. We will select our own resources and share them with others. We will complete our feelings chart daily and talk about how we are feeling during key worker group times.

As Communicators we will:

Learn nursery rhymes. We will learn to tell The Gingerbread Man story using actions and story maps to help us. We will answer 'why' questions about the events in our stories. We will learn new vocabulary associated with The Gingerbread Man such as *farmer, wife, delicious*.

As Readers and Authors we will:

We will be focusing on our text, The Gingerbread Man. We will be talking about who is in the story, where they are and what they are doing. We will be retelling the story by role playing the characters and learning the repeated refrains. We will be developing our awareness of the initial sounds of our names and familiar words. We will learn some more rhymes and listen for the rhyming words. We will practice tracing our names and begin to copy some of the letters.

Animal Adventures

Key Text: The Gingerbread Man

As Mathematicians we will:

We will look at groups of 3 animals, and how they remain 3 even if we move them around. We will count the animals in the story. We will make a pictogram of our pets. We will be singing lots of number rhymes and songs. We will be counting every day. We will be exploring patterns and shapes. We will be learning to count sets of animals within 5 and starting to recognise the numerals. We will compare the size of the different creatures in the Gingerbread Man story.

In developing our Understanding of the World we will: Learn the names of different animals and talk about how to look after them. We will find out about the jobs that a farmer does.

We will go on fortnightly welly walks around the school grounds, observing the changes in the seasons and enjoying time playing in the wooded area and hunting for our native woodland animals.

As part of our Physical Development we will:
Move like different animals.

We will be developing our fine motor skills through activities such as cutting and threading to build strength in our fingers.

We will also be developing our gross motor skills through a wide range of physical activities, including bike riding, balancing and climbing. We will learn lots of fun dancing and action songs.

Through Expressive Arts and Design we will:

We will be exploring a wide variety of media and materials. We will use collage materials to create the characters from The Gingerbread Man. We will be painting pictures of animals and using small world animals for printing. We will use construction kits to build enclosures for farm animals. We will be developing our imaginative play by engaging in role play, in the home corner and outside, and small world play using characters from the Gingerbread Man story.

Communication and Language

Children in F1 will interact with adults on a daily basis, developing their listening, attention, understanding and speech. They will learn and use new vocabulary associated with this term's topic and tell stories using the Talk for Writing approach. Children will be supported in their awareness of sentence structure by exploring elements of the class texts using Language in Colour. Children will sing songs and rhymes on a daily basis.

Listening, Attention and Understanding

Enjoy listening to longer stories and can remember much of what happens.
Can find it difficult to pay attention to more than one thing at a time.
Use a wider range of vocabulary.
Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
Understand 'why' questions, like: "Why do you think Mr Bear is cross?"

Speaking

Sing a large repertoire of songs.
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
Use longer sentences of four to six words.
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Can start a conversation with an adult or a friend and continue it for many turns.
Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

PSED

Children in F1 will be developing their own class charter and learning how to be a valuable member of our community. Children will complete the feelings chart daily and discuss their feelings during key worker group times. Children will be encouraged to become increasingly responsible for themselves and their surroundings. Through Restorative Practice, children will be encouraged to consider how their actions make other people feel.

Self Regulation

Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
Increasingly follow rules, understanding why they are important.
Do not always need an adult to remind them of a rule.
Develop appropriate ways of being assertive.

Managing Self

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Begin to understand how others might be feeling.
Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Building Relationship

Develop their sense of responsibility and membership of a community.
Become more outgoing with unfamiliar people, in the safe context of their setting.
Show more confidence in new social situations.
Play with one or more other children, extending and elaborating play ideas.

Physical Development

Children in F1 will be learning to develop their gross motor skills through their time in the outdoor area, developing their climbing, balancing and co-ordination skills. They will take part daily in action rhymes and songs. They will be building finger strength through daily fine motor activities and regular cutting and tracing activities.

Fine Motor Skills/ Health and self Care

Use one-handed tools and equipment, for example, making snips in paper with scissors.
Use a comfortable grip with good control when holding pens and pencils.
Start to eat independently and learning how to use a knife and fork.
Show a preference for a dominant hand.
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
Make healthy choices about food, drink, activity and toothbrushing.

Gross Motor Skills

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
Go up steps and stairs, or climb up apparatus, using alternate feet.
Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Use large-muscle movements to wave flags and streamers, paint and make marks.
Start taking part in some group activities which they make up for themselves, or in teams.
Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Understanding the World

Children in F1 will be observing the changing seasons on our regular Welly Walks and exploring the world around them. They will learn the names of familiar British woodland and farm animals and pets. They will find out how to look after animals and what animals need to survive.

People, Culture and Communities

Show interest in different occupations.

The Natural World

Use all their senses in hands-on exploration of natural materials.
Explore collections of materials with similar and/or different properties.
Explore and talk about different forces they can feel.
Talk about what they see, using a wide vocabulary.
Begin to understand the need to respect and care for the natural environment and all living things.
Talk about the differences between materials and changes they notice.

Expressive Arts and Design

The children in F1 will be learning different media and techniques through their explorations in our creative area, as well as learning through adult-led activities related to the animals in The Gingerbread Man. They will be encouraged to select their own resources to create 2d and 3d works of art. They will be developing their role play in our home corner and shop role play areas. Children will learn lots of new songs and dances, including traditional nursery rhymes and songs linked to our story.

Creating with Materials

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Explore colour and colour-mixing.

Being Imaginative

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park

Key Vocabulary for this topic:

Names of farm animals, gingerbread, farmer, wife

Names of pets

Names of woodland animals i.e. squirrel, hedgehog, fox

A field of sunflowers under a clear blue sky. The sunflowers are in various stages of growth, with some fully bloomed and others still budding. The background is a solid light blue color.

Summer Term 1

Growing

Wheeler Primary School - Topic Planning FS1.

Sparks: Planting sunflower seeds

This Term's News:

We will be learning about plants and what they need to help them grow.

We will be planting sunflower seeds, like Titch does, and talking about what they will need in order to grow. We will also take advantage of the warm weather and enjoy plenty of welly walks to explore the environment and how it changes.

In PSED we will:

Follow our class charter so that we are making the right choices and playing kindly with our friends.

We will complete our Feelings Chart at the beginning of every session and encourage the children to talk about whether they are happy, sad, angry or worried.

As Communicators we will:

Learn new words associated with our story, such as *pin wheel* and *trumpet*. Describe what we see in our stories and the differences between the characters, using the correct pronouns.

We will learn new songs and rhymes about flowers, plants and growth.

As Readers and Authors we will:

Learn to tell the story of Titch using actions to help us. We will be talking about who is in the stories, where they are and what they are doing. We will be role playing the story and creating a story map.

We will listen to the sounds made by different seeds in our shakers. We will be developing our awareness of the initial sounds of our names and familiar words. We will be beginning to hear and say the initial and final sounds in simple words.

Growing

Key Text: Titch

As Mathematicians we will:

Use the language of size to make comparisons of height and weight, comparing how tall our plants are growing and the height of the characters in the story, as well as comparing how tall we are. We will be comparing sets of objects using 'more', 'fewer' and 'the same'. We will be counting sets of seeds and selecting the correct numeral to match.

We will be making patterns using different flowers and plants and recognising circles, triangles, rectangles, squares and hexagons.

In developing our Understanding of the World we will:

Learn about the life cycle of a plant and how to look after plants. We will plant seeds and care for them.

We will compare seeds, bulbs and different plants. We will observe seasonal change during our Welly Walks and plant seeds and bulbs in our raised beds.

As part of our Physical Development we will:

Develop our muscles in the digging area and through gardening.

We will be developing our fine motor skills through activities such as tracing and name writing.

We will also be developing our gross motor skills through a wide range of physical activities, including bike riding, balancing and climbing. We will learn lots of fun dancing and action songs.

Through Expressive Arts and Design we will:

Paint pictures of flowers and plants. Create garden collages. We will make shakers using seeds. We will look at Van Gogh and create our own sunflower pictures.

We will make our own choices about the materials we use for our pictures and models.

We will develop our imaginative play in our garden centre role play area.

We will make shakers using seeds and learn to play to a fast or slow beat.

C&L

Children in F1 will interact with adults on a daily basis, developing their listening, attention, understanding and speech. They will learn and use new vocabulary associated with this term's topic and tell stories using the Talk for Writing approach. Children will be supported in their awareness of sentence structure by exploring elements of the class texts using Language in Colour. Children will sing songs and rhymes on a daily basis.

Listening, Attention and Understanding

Enjoy listening to longer stories and can remember much of what happens.
Use a wider range of vocabulary.
Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
Sing a large repertoire of songs.
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Speaking

Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
Use longer sentences of four to six words.
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Can start a conversation with an adult or a friend and continue it for many turns.
Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

PD

Children in F1 will be given the opportunity to develop their fine and gross motor skills through their play and targeted opportunities. They will have daily access to bikes, scooters, climbing frames and large construction activities. They will develop muscle movements in our digging area. They will complete daily fine motor tasks, such as threading and small construction, and will complete individual challenges such as tracing and cutting.

Gross Motor Skills

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
Go up steps and stairs, or climb up apparatus, using alternate feet.
Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Use large-muscle movements to wave flags and streamers, paint and make marks.
Start taking part in some group activities which they make up for themselves, or in teams.
Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Fine Motor Skills/Health and Self Care

Use one-handed tools and equipment, for example, making snips in paper with scissors.
Use a comfortable grip with good control when holding pens and pencils.
Start to eat independently and learning how to use a knife and fork.
Show a preference for a dominant hand.
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
Make healthy choices about food, drink, activity and toothbrushing.

PESD

Children in F1 will be supported to develop their relationships with peers and adults through modelling and positive examples. Children will be reminded of the class charter and follow the rules and boundaries that help them to be safe and considerate. Each day, children will complete the feelings chart and discuss their feelings during key group time.

Self-regulation

Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
Increasingly follow rules, understanding why they are important.
Do not always need an adult to remind them of a rule.
Develop appropriate ways of being assertive.
Talk with others to solve conflicts.

Managing self

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Begin to understand how others might be feeling.
Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Building Relationship

Develop their sense of responsibility and membership of a community.
Become more outgoing with unfamiliar people, in the safe context of their setting.
Show more confidence in new social situations.
Play with one or more other children, extending and elaborating play ideas.

UW

Children in F1 will plant seeds and care for growing plants. Children will observe the weather on a daily basis. Children will observe the changes of the seasons through exploring their environment on our regular Welly Walks.

The Natural World

Use all their senses in hands-on exploration of natural materials.
Explore collections of materials with similar and/or different properties.
Talk about what they see, using a wide vocabulary.
Plant seeds and care for growing plants.
Understand the key features of the life cycle of a plant and an animal.
Explore and talk about different forces they can feel.
Begin to understand the need to respect and care for the natural environment and all living things.

EAD

Children in F1 will be producing pictures of plants and flowers through painting and collage. Using different seeds, they will produce collages. F1 children are encouraged to create their own artwork in 2d and 3d by choosing their materials and tools and exploring ways to join their models. Children will learn new songs related to our topic and suggest new verses we could sing.

Creating with Materials

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Explore colour and colour-mixing.

Being Imaginative

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park

Key Vocabulary this term:

Pinwheel, trumpet, sunflower, tall, taller, tallest

Names of flowering plants

A field of sunflowers under a clear blue sky. The sunflowers are in various stages of bloom, with some fully open and others as buds. The background is a solid, light blue sky. The overall scene is bright and cheerful.

Summer Term 2

Wheeler Primary School - Topic Planning FS1.

Sparks: Raising caterpillars

This Term's News:

We will be learning about insects and lifecycles.

We will be observing the lifecycle of a butterfly and frog. We will look for insects on our Welly Walks and see where they like to live.

We will also take advantage of the warm weather and enjoy plenty of welly walks to explore the environment and how it changes.

In PSED we will:

Follow our class charter so that we are making the right choices and playing kindly with our friends.

We will complete our Feelings Chart at the beginning of every session and encourage the children to talk about whether they are happy, sad, angry or worried.

As Communicators we will:

Learn new words associated with our stories, such as cocoon and salami. Describe what we see in our stories, including using our senses to experience and talk about food from the Enormous Caterpillar.

We will learn new songs and rhymes about caterpillars.

As Readers and Authors we will:

Learn to tell the story of The Very Greedy Bee, using actions to help us. We will be talking about who is in the stories, where they are and what they are doing. We will make a story map of the story and role play the main events.

We will be developing our awareness of the initial sounds of our names and familiar words. We will be beginning to hear and say all the sounds in simple words.

Creepy Crawlies

Key text: The Very Hungry Caterpillar

As Mathematicians we will:

Use the language of size to make comparisons of height and weight. We will be comparing and counting the features of different insects, such as antennae and legs, and selecting the correct numeral to match. We will count and compare the spots on ladybirds.

We will be making patterns on caterpillars and butterflies, and introducing symmetry. We will use circles, triangles, rectangles, squares and hexagons to make pictures of insects.

In developing our Understanding of the World we will:

Learn about the life cycle of a butterfly and frog. We will go for minibeast hunts and learn about the insects that we find. We will observe seasonal change, insects, spiders webs and natural materials during our Welly Walks. We will use natural materials we find to make miniature gardens.

As part of our Physical Development we will:

Develop our muscles through digging in our raised beds.

Develop our fine motor skills through activities such as tracing and name writing.

We will also be developing our gross motor skills through a wide range of physical activities, including bike riding, balancing and climbing. We will learn lots of fun dancing and action songs.

Through Expressive Arts and Design we will:

Explore printing and painting when we create our butterfly pictures and print with fruit. We will draw caterpillars and use different objects to print pictures of caterpillars. We will print symmetrical butterfly pictures.

We will make our own choices about the materials we use for our pictures and models. We will develop our imaginative play by making miniature gardens for our minibeast small world area.

C&L

Children in F1 will interact with adults on a daily basis, developing their listening, attention, understanding and speech. They will learn and use new vocabulary associated with this term's topic and tell stories using the Talk for Writing approach. Children will be supported in their awareness of sentence structure by exploring elements of the class texts using Language in Colour. Children will sing songs and rhymes on a daily basis.

Listening, Attention and Understanding

Enjoy listening to longer stories and can remember much of what happens.
Use a wider range of vocabulary.
Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
Sing a large repertoire of songs.
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Speaking

Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
Use longer sentences of four to six words.
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Can start a conversation with an adult or a friend and continue it for many turns.
Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

PD

Children in F1 will be given the opportunity to develop their fine and gross motor skills through their play and targeted opportunities. They will have daily access to bikes, scooters, climbing frames and large construction activities. They will complete daily fine motor tasks, such as threading and small construction, and will complete individual challenges such as tracing and cutting.

Gross Motor Skills

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
Go up steps and stairs, or climb up apparatus, using alternate feet.
Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Use large-muscle movements to wave flags and streamers, paint and make marks.
Start taking part in some group activities which they make up for themselves, or in teams.
Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Fine Motor Skills/Health and Self Care

Use one-handed tools and equipment, for example, making snips in paper with scissors.
Use a comfortable grip with good control when holding pens and pencils.
Start to eat independently and learning how to use a knife and fork.
Show a preference for a dominant hand.
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
Make healthy choices about food, drink, activity and toothbrushing.

PESD

Children in F1 will be supported to develop their relationships with peers and adults through modelling and positive examples. Children will be reminded of the class charter and follow the rules and boundaries that help them to be safe and considerate. Each day, children will complete the feelings chart and discuss their feelings during key group time.

Self-regulation

Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
Increasingly follow rules, understanding why they are important.
Do not always need an adult to remind them of a rule.
Develop appropriate ways of being assertive.
Talk with others to solve conflicts.

Managing self

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Begin to understand how others might be feeling.
Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Building Relationship

Develop their sense of responsibility and membership of a community.
Become more outgoing with unfamiliar people, in the safe context of their setting.
Show more confidence in new social situations.
Play with one or more other children, extending and elaborating play ideas.

UW

Children in F1 will learn about insects and life cycles. Children will observe the changes of the seasons, insects and natural materials through exploring their environment on our regular Welly Walks.

The Natural World

Use all their senses in hands-on exploration of natural materials.
Explore collections of materials with similar and/or different properties.
Talk about what they see, using a wide vocabulary.
Plant seeds and care for growing plants.
Understand the key features of the life cycle of a plant and an animal.
Explore and talk about different forces they can feel.
Begin to understand the need to respect and care for the natural environment and all living things.

EAD

Children in F1 will be producing caterpillars and butterflies through painting and collage. They will draw, paint and use malleable modelling materials to create images of insects. F1 children are encouraged to create their own artwork in 2d and 3d by choosing their materials and tools and exploring ways to join their models. Children will learn new songs related to our topic and suggest new verses we could sing.

Creating with Materials

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Explore colour and colour-mixing.

Being Imaginative

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park

Key Vocabulary this term:

Cocoon, butterfly , caterpillar, salami, names of fruit

Frog, tadpole, frogspawn, froglet