

SEASIDE CURRICULUM



SPIRITUALITY
ENVIRONMENT
ARTS
SPORT & WELLBEING
INSPIRATIONAL PEOPLE AND PLACES
DIVERSITY
ENTERPRISE AND TECHNOLOGY

GRACE INTEGRITY ASPIRATION



Early Years CURRICULUM MAP



REFLECTIVE THINKING
EFFECTIVE COMMUNICATION
RESILIENCE
PROBLEM SOLVING
INDEPENDENCE
COLLABORATION
DECISION MAKING
CREATIVITY


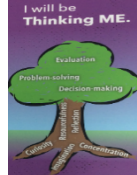

POWERFUL LEARNING ATTRIBUTES



	AUTUMN		SPRING		SUMMER	
	Rhyme Time	Emergency 999	Yo Ho Ho A Pirating We Will Go.	Run, Run As Fast As You Can	Read Around The World	What's Beneath My Feet
Core Value	Grace	Aspiration	Integrity	Integrity	Aspiration	Grace
Powerful Learning Attributes	Independence Communication	Decision Making Collaboration	Creativity Decision Making	Problem Solving Resilience	Reflection Independence	Collaboration Resilience
Seaside Curriculum	SPORT AND WELLBEING	DIVERSITY ENTERPRISE INSPIRATIONAL PEOPLE AND PLACES	ARTS	ARTS	ENVIRONMENT DIVERSITY	SPIRITUALITY ENVIRONMENT
Global Neighbours	Christians believe God made our world and so we should look after it.	Poverty and Inequality Do we all have the same and equal access to medical care?			Climate Justice Where in the world is it too hot/cold/wet/dry? How can we stop the polar ice caps melting? Diversity What is life like in....? How is this different to my life?	Tiddler – plastic pollution
Brilliant Beginning	Learn their favourite nursery rhyme and bring in a clue. Children to complete booklet on favourite rhymes at home visit.	Visit from, Fire, nurse, RNLI.	Pirate Pete visit message in a bottle.	Make Gingerbread people.	Use google earth to locate houses, schools and different countries.	Visit to Hengistbury Head Activity centre Bug hunting Pond dipping
Fantastic Finale	Perform nursery rhyme and bring in prop.	Visit from police – children got into van and tried on hats.	Pirate dress up day.	Farmer Palmers	Parent – Mr Jones (marine biologist) to talk to children about Great Barrier Reef	Releasing butterflies.
Visitors and visits	School visits School nurse visit	Fire Ambulance Police RNLI Discuss their special role in the community and how they keep us safe. St Nicholas pre school watch nativity dress rehearsal	Pirate Pete Life Education Van	Farmer Palmers	St Nicholas Preschool – children to read their books to them. Parent – Mr Jones (marine biologist) to talk to children about Great Barrier Reef	Dental hygienist Visit to Hengistbury Head Activity centre
Key texts	Each Peach Pear Plum By Allan Ahlberg and Janet Ahlberg Hairy Maclairy By Lynley Dodd	Matisse's Magician Trail By Tim Hopgood Fantastically Great Women Who Changed the World: 1 By Kate Pankhurst Florence Nightingale (Little People, BIG DREAMS) By Maria Isabel Sanchez Vegara	The Night Pirates By Peter Harris Pirate Peter By Nick Sharrat	TRADITIONAL TALES The Gingerbread Man Billy Goats Gruff Three Little Pigs Little Red Hen	Building an Igloo By Ulli Steltze Desert Girl, Monsoon Boy By Tara Dairman A Gift for Amma: Market Day in India By Meera Sriram The Magic Paintbrush By Julia Donaldson Sweetest Kulu By Celina Kalluk	Tiddler & Snail and the Whale By Julia Donaldson Jessie the Jellyfish By Laurie Newman
Drawing Club texts	Not now Bernard The Hairy Toe We are going on a bear hunt	Superworm Fireman Sam animation The little red hen Mr Benn animation The tiger who came to tea	Pirate Pete The night pirates Dogger Captain Pugwash animation Six Dinner Sid Sally and the limpet	The Gingerbread Man Billy Goats Gruff Three Little Pigs The princess and the Pea The three bears Jack and the beanstalk	Masai and I Road runner animation	Tiddler The snail and the Whale

<p>Key poems/rhymes /songs</p>	<p>Nursery Rhymes 10 fat sausages Peter pointer Hickory Dickory Dock Insy Wincy Spider Baa baa black sheep 2 little dicky birds Twinkle twinkle little star Wheels on the bus Fish alive Little Miss Muffet 5 littles ducks Cobbler, cobbler mend my shoe These are Grandmas's spectacles</p>	<p>Emergency 999 rhyme Crackle Spit Poem – Florence Nightingale Giraffe and a Half-link to phonics and Maths We're going on a bear hunt 5 brave firefighters Autumn days Poppy day A little pine tree I'm a little seed Snowflake poem Where are you Santa A Christmas Tree</p>	<p>A pirate's life for me Chinese new year Ten Little Pirates 5 Pirates Mrs Pirate A year poem</p>	<p>The Ginger bread man rhyme 5 yummy Gingerbread A spring poem</p>	<p>Poems around the World book Bubble Bubble Upon a beach I'm a little seed The polar bear 5 Little seeds</p>	<p>Fuzzy, Wuzzy, Creepy Crawly Creepy Crawlies Sea animals Upon a beach</p>																														
<p>Reading Word reading and inference</p> <ul style="list-style-type: none"> Recognise and begin to blend familiar phonemes in order to read monosyllabic words in simple sentences. Read aloud during 1:1 and guided sessions to gain confidence in reading in front of people Show an understanding that books contain information and stories through discussion. Apply their phonetic knowledge to decode common unfamiliar words (with support). Recognise and read familiar words through a rich diet of daily reading, guided reading and 1:1 reading at home When asked, locate age related punctuation: capital letters and full stops. Use books to inspire their imaginative role play and writing. 																																				
<p>Composition</p> <ul style="list-style-type: none"> Orally retell familiar stories Sequence sentences to form short narratives Re-read their writing with support to check it makes sense 		<p>Sentence structure</p> <ul style="list-style-type: none"> Main clause structure – sentence, verb, object. Questions 	<p>Grammar/Vocabulary</p> <ul style="list-style-type: none"> Subject Verb Object Finger spaces Phoneme Digraph Trigraph 		<p>Punctuation</p> <ul style="list-style-type: none"> Capital letter Full stop Question mark 																															
<p>English Including Communication and Language</p> <p>Mark making with a variety of tools eg chalk, paintbrushes and water, air drawing, rollers and sponges Digging in the sand, yoga, storycise, puppets Daily fiddly fingers eg threading, nexus boards, cutting, sticking, peg boards, tweezering beans/pompoms, pegs Finger actions to nursery rhymes eg tommy thumb, dicky birds, dough disco Mark making with pens and whiteboards, pencils, felt tips Labelling pictures- encouraging writing initial sounds Writing cvc rhyming words</p>		<p>Mark making with a variety of tools Labelling vehicles Labelling fire person kit When I grow up I want to be..... Labelling cvc pictures Labelling elf cvc words EXT cvcc</p>	<p>Talk for writing- The night Pirates I can see a inspired by Night Pirate book Labelling pirate cvc/ cvcc/cvcc Labelled pirate setting</p>	<p>Describe key events in story Write simple sentences about story Puppet show of the Gingerbread man story Writing speech bubble from story Creating story map for three little pigs Recount of trip to Farmer Palmers Child initiated – writing letters to Gingerbread man</p>	<p>Who am I class book – Children each write a page for book with a fact about an African animal I can see a inspired by book from Masai and I Oral rehearsal of sentences inspired by Sweetest Kulu book Sentence semantics to encourage children to write independent sentences subject, verb, object Child initiated – polar bear facts Sentences from desert girl and monsoon boy- pictures as stimulus Write a list for the beach Talk for writing – Jamal's journey Instructions of how to fly a kite inspired by the kite flying paperback book</p>	<p>Weekend news sentences Talk for writing Tiddler Writing postcards to snail and the whale – child initiated writing I can see a Inspired by Tiddler Report writing Recount of trip to H head pond dipping and bug hunting Sentence semantics to encourage children to write independent sentences subject, verb, object</p>																														
<p>Spelling Phase 2 and 3 Phonemes, digraphs and trigraphs, Phase 4 cvcc words</p> <p style="text-align: center;">Tricky words (underlined) and High Frequency words</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td><u>a</u></td> <td><u>an</u></td> <td><u>as</u></td> <td><u>at</u></td> <td><u>if</u></td> </tr> <tr> <td>is</td> <td>it</td> <td>of</td> <td>off</td> <td>on</td> </tr> <tr> <td>dad</td> <td>had</td> <td>back</td> <td>and</td> <td>get</td> </tr> <tr> <td>him</td> <td>his</td> <td>not</td> <td>got</td> <td>up</td> </tr> <tr> <td>but</td> <td><u>the</u></td> <td><u>to</u></td> <td><u>I</u></td> <td><u>no</u></td> </tr> <tr> <td><u>into</u></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p style="text-align: right;">Handwriting</p> <ul style="list-style-type: none"> Use correct pencil tripod grip. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. 							<u>a</u>	<u>an</u>	<u>as</u>	<u>at</u>	<u>if</u>	is	it	of	off	on	dad	had	back	and	get	him	his	not	got	up	but	<u>the</u>	<u>to</u>	<u>I</u>	<u>no</u>	<u>into</u>				
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	<p style="text-align: center;">Phase 3</p> <p style="text-align: center;">will that this then them</p> <p style="text-align: center;">see for now down look</p> <p style="text-align: center;"><u>he</u> <u>she</u> <u>we</u> <u>me</u> <u>be</u></p> <p style="text-align: center;"><u>you</u> <u>they</u> <u>all</u> <u>are</u> <u>my</u></p> <p style="text-align: center;">Phase 4</p> <p style="text-align: center;"><u>said</u> <u>have</u> <u>like</u> <u>so</u> <u>do</u></p> <p style="text-align: center;"><u>come</u> <u>were</u> <u>there</u> <u>little</u> <u>one</u></p> <p style="text-align: center;"><u>out</u> <u>what</u></p>					
Maths	<ul style="list-style-type: none"> 5 counting principles-1:1 correspondence, stable order, cardinal principle, abstraction principle, order irrelevance principle Subitising Number recognition Matching objects Sorting objects Odd one out Comparing amounts 5 frames Compare size/mass/capacity Make simple repeating patterns 	<ul style="list-style-type: none"> Representing 1, 2, 3 using subitising, counting, matching, fingers, dots, objects, numicon, variety of frames 3 little bears/3 little pigs Circles and triangles Spatial awareness-positional language (outdoor treasure hunts and obstacle courses). Number 4 and 5 1 more, 1 less with variety of images/objects Shapes with 4 sides. Night and Day-daily routines 	<ul style="list-style-type: none"> Introducing 0 Comparing numbers to 5 Composition of 4 and 5 Comparing mass Comparing capacity-equal to, heavier than, lighter than, heaviest/lightest Numbers 6, 7, 8 Making pairs 10's frames Combining 2 groups Introduce part part whole using imagery Length/height Time using timers and active play-further, nearer, closer, tallest/shortest 	<ul style="list-style-type: none"> Numbers 9 and 10 Variety of 10's frames Comparing numbers to 10 eg towers, playdough snakes Number bonds to 10 using numicon and 10 frames Dice games 3D shape Repeating pattern ABB. BBA, ABBA etc, pattern frame Consolidation 	<ul style="list-style-type: none"> Consolidating key skills eg, subitising, counting, composition, sorting and matching, comparing and ordering Building numbers beyond 10 with 10's frames, towers, rekenreks, numicon, pictorial representation to match to numerals Counting patterns Board games Spatial reasoning eg copying shape pictures cuisonnaire etc How many is 100. Investigate 100 in different ways eg how long would a paper chain with 100 links be? How tall is a tower of 100 cubes? Adding more-using buses to add more children-counting on. Taking away using number stories and 10's frames 	<ul style="list-style-type: none"> Consolidating key skills Doubling-10 frames, objects, rekenreks, dot cards, dice, numicon Sharing and grouping-groups of objects to share equally using snack time Odd and even using numicon and cubes Spatial reasoning using small world and stories using stem sentences.Looking at things from a different viewpoint. Chn building models Deepening understanding using open ending problem solving and developing critical thinking skills Eg Mr Gumpy's outing, Billy's bucket Patterns and relationships. Investigate relationships between numbers and shapes. Spatial reasoning-making maps
Subitising	<ul style="list-style-type: none"> Perceptual subitising to 3 using counters/pompoms/ a variety of objects different shapes and patterns Begin to articulate ideas of shape 	<ul style="list-style-type: none"> Perceptual subitising to 5 using subitising plates Begin to conceptually subitise to 5 Use language to describe patterns and compare differences 	<ul style="list-style-type: none"> Conceptually subitising to 8 using daily exercises, a variety of objects and begin to play simple sneaky peak games and number fans. Encourage language to compare differences between ideas. 	<ul style="list-style-type: none"> Conceptually subitising to 10. Chn beginning to see pattern in number in a variety of ways using black dots on screen-using hands to subitise and continuing games with flashcards 	<ul style="list-style-type: none"> Consolidation using 10's frames/Jack Hartmann, snack time sabotage/ plates, games. Chn to play during linked/continuous provision. 	<ul style="list-style-type: none"> Consolidation using 10's frames/Jack Hartmann, snack time sabotage/ plates, games. Chn to play during linked/continuous provision. Use stem sentences and chn to think critically about subitising
RE	<p><u>Enquiry Question: Why is the word 'God' so important to Christians?'</u></p> <p><u>Knowledge:</u> The word God is a name. Christians believe God is the creator of the universe. Christians believe God created the world in 6 days, some say it took longer. Christians believe God is the giver of life Christians believe God made our world and so we should look after it.</p>	<p><u>Enquiry question: Why do Christians perform nativity plays at Christmas?</u></p> <p><u>Knowledge:</u> Every year, Christians celebrate Jesus' birthday. The Nativity story comes from the Bible. In the Nativity story, Mary received a message from an angel, saying Jesus would be born and she would be his mother. Jesus was born in Bethlehem. Shepherds and Wise Men came to visit the baby Jesus. Christians believe that Jesus is not just a baby, but he is God. At Christmas time, many churches light</p>	<p><u>Enquiry question: How do people celebrate?</u></p> <p><u>Knowledge:</u> Around the world, people prepare for and celebrate a New Year in different ways. Some people celebrate New Year by making a New Years' Resolution.. Chinese New Year is the time when Chinese families in China, the UK and around the world get together to celebrate. The aim of Chinese New Year preparations is to sweep out bad luck from the old year and clear the way for</p>	<p><u>Enquiry question: Why do Christians put a cross in an Easter garden?</u></p> <p><u>Knowledge:</u> Easter is the most important time of year for Christians. Christians believe Jesus was sent to save/rescue as well as show God's love and offer forgiveness.</p> <p><u>Skills/activities:</u> Tell the story of Palm Sunday (verbally, acting, using small world toys etc).</p>	<p><u>Enquiry question: What makes people special?</u></p> <p><u>Knowledge:</u> Families are all unique as we all have different special things that we like to do together. We all have special friends and everyone is special for different reasons. People who can teach others how to do things, or show us how to behave are called role models. Jesus is a role model for Christians. Christians believe in God and that Jesus is God's Son. Christians believe God wants people to</p>	<p><u>Enquiry question: What makes places special?</u></p> <p><u>Knowledge:</u> Different types of homes and places of worship are special to people around the world. Christians worship and pray in churches. A church is a special place for Christians to feel close to Jesus and God. A mosque is a special place used by Muslims to worship and pray to Allah. Muslims take their shoes in when entering a mosque and wash themselves before they pray. Synagogues are a special place for Jews,</p>

	<p>Christians believe that God is holy and great so they respect his name.</p> <p>Skills/activities: Talk about the fact that God is a very important person for Christians. Explore the idea that Christians believe God is the giver of life through creating something of their own, e.g. a jellyfish, linking with the Tom and Tessa story. Create actions to accompany the creation story. Create a creation scene. Talk about things we take special care of. Go on a 'wonderful world walk', with children taking photos of things they love about creation. Say/write a prayer or reflection about the wonder of the world.</p>	<p>candles to show that Jesus is the light of the world. For Christians, presents are reminder of God's special gift: God's son. Many Christians like to do something to help others at Christmas, like giving food to a foodbank or helping at a homeless shelter. Christmas carols are special songs about Jesus being born.</p> <p>Skills/activities: Identify signs of Christmas. Talk about who Mary, Joseph and Jesus are in relation to the Nativity story. Talk about who they think the most important person is in the nativity story and why. Create a Nativity scene including Mary, Joseph and baby Jesus. Name each character. Ask a question about the Nativity story. Sing a simple carol such as 'Away in a manger' or 'Little Donkey', making connections with the Nativity story.</p>	<p>good luck. Many Persians celebrate the start of Spring as their new year, called Nowruz. Holi is a festival of colour, marking the start of Spring which is celebrated by many Santhanis. During Holi, all rubbish is burnt as a way of getting rid of the old and starting afresh.</p> <p>Skills/activities: Discuss what you need to do in order to achieve a New Year's Resolution. Act out the story of Chinese New Year and order the animals. Discuss ways in which families prepare for new year celebrations around the world. Discuss how people might prepare for other celebrations. Reflect on own experiences in relation to New Year festivals around the world.</p> <p><i>Global neighbours links.</i></p>	<p>Create an Easter Garden, identifying the empty cross, empty tomb, stone, angel and women in the garden. Decorate an Easter cross, demonstrating an understanding that Christians believe Jesus is alive. Identify signs of Easter, making connections with the concept of 'new life'. Talk about a time that you have forgiven someone, or that you have been forgiven yourself.</p>	<p>help everybody, not just their friends and family. Moses is a role model for Jews. He gave 10 rules from God to show people how to live their lives well.</p> <p>Skills/activities: Say what makes themselves/others special. Reflect on who is special to you and what things you do with your family that are special. Reflect on and answer questions about a story in which Jesus performs a miracle. Talk about a role in your own life.</p>	<p>where they worship and pray to God. Jewish people wear special clothes in the synagogue, including a Kippah (skull cap).</p> <p>Skills/activities: Reflect on what a home needs. Reflect on what makes a home special (accounting for cultural differences) Recognise similarities and differences between different types of homes. Talk about what makes places special and name a place that is special to you. Reflect on who would visit special places and why.</p> <p>Inspirational places: Meccah, Westminster Abbey, Jerusalem Synagogue</p>
<p>PSED</p>	<p>Me and My Relationships We learn about what makes us special, people that are close to us and how to get help</p> <ul style="list-style-type: none"> • People can be different and the same. • That they like and dislike different things. • Everybody has someone that is special to them. • There are different people that they can ask for help. • They feel emotions in different situations. • They can help people to manage their feelings. 	<p>Valuing Difference We learn about similarities and difference, celebrating these and showing kindness.</p> <ul style="list-style-type: none"> • They all have features that are the same. • It is good to be different. • Everyone has different families all around the world. • All around the world people live in different houses. • Being kind is what you say and what you do. Anti-bullying Link • They have lots of different friends within the class. 	<p>Keeping Myself Safe We learn about keeping our bodies safe, safe secrets and touches and people who help to keep us safe.</p> <ul style="list-style-type: none"> • There are different things we put on our bodies. • There are different things we put in our bodies. • They need to keep safe indoors and outdoors. • Listening to adults can keep us safe and they can tell a trusted adult if they don't feel safe. • They need to stay safe online. Online safety Link • There are lots of people that can help keep us safe. NSPCC – PANTS Sex Ed 	<p>Rights and Responsibilities We learn about looking after things: friends, environment and money.</p> <ul style="list-style-type: none"> • They can be part responsible for looking after their family's feelings. • They can be responsible for looking after their friend's feelings. • They can be responsible for looking after their classroom. • They can be responsible for caring for the world. • They can be responsible with money by spending wisely. • They can be responsible with money by saving or keeping it safe. 	<p>Being My Best We learn about keeping our bodies healthy with food, exercise and sleep. We learn about having a 'Growth Mindset'.</p> <ul style="list-style-type: none"> • They can bounce back when things go wrong. • They can have a go at new activities. • Healthy food makes our body healthy all over. • Eating the right food, sleep and hygiene keeps us happy. • Exercise keeps our body happy. • A good night sleep helps keep our bodies healthy. 	<p>Growing and Changing We learn about different stages and cycles of life and our world.</p> <ul style="list-style-type: none"> • There are four different seasons. • There are different life cycles for a butterfly and a frog. Sex Ed • They will continue to grow until they are an adult. • That babies grow in a birth mummy's tummy. • That they will change as they grow. • The name for their body parts.
<p>Trickbox</p>	<p>Mirror Mirror</p>	<p>Stand Tall</p>	<p>Breathing Colour</p>	<p>Floating Cloud</p>	<p>Win-Win</p>	<p>Free Flow</p>
<p>My Personal Best</p>	<p>Social me: Fairness</p>  <p>A tree diagram with 'I will be Social ME.' at the top. The trunk is labeled 'Fairness'. The branches are labeled 'Encouragement', 'Communication', and 'Co-operation'.</p>	<p>Thinking me : Curiosity</p>  <p>A tree diagram with 'I will be Thinking ME.' at the top. The trunk is labeled 'Curiosity'. The branches are labeled 'Encouragement', 'Problem solving', and 'Decision making'.</p>	<p>Healthy me: Courage</p>  <p>A tree diagram with 'I will be Healthy ME.' at the top. The trunk is labeled 'Courage'. The branches are labeled 'Self motivation', 'Self discipline', and 'Responsibility'.</p>			

<p>PE</p>	<p>Listening games</p> <ul style="list-style-type: none"> • Begin to show control of their bodies • Begin to show spatial awareness by demonstrating respect to others • Begin to collaborate with a partner <p>Space awareness games</p> <ul style="list-style-type: none"> • Spatial awareness- Ability to listen and observe • Begin show an awareness of space of themselves and others 	<p>Space awareness games</p> <ul style="list-style-type: none"> • Begin to move with increasing control and co-ordination • Begin to use a range of small equipment • Begin to copy and observe, demonstrating determination and resilience • Begin show an awareness of space of themselves and others 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Develop confidence in fundamental movements • Experience jumping, sliding, rolling, moving over, under and on apparatus • Develop coordination and gross motor skills • Learn and refine a variety of shapes, jumps, balances and rolls • Link simple balance, jump and travel actions <p>Space awareness games</p> <ul style="list-style-type: none"> • Begin to communicate with a partner, listening well and sharing ideas • Begin to demonstrate control and co-ordination 	<p>Balance games</p> <ul style="list-style-type: none"> • Begin to move with confidence • Begin to collaborate with a partner • Begin to communicate with a partner, listening well and sharing ideas • Begin to move with confidence • Throwing- Begin to throw in different ways 	<p>Dance – inspired by Tanzania developing skills in the three strands of dance: creating, performing and appreciating.</p> <p>Ball skills</p> <ul style="list-style-type: none"> • Children show good control and co-ordination in large and small movements. • Move confidently in a range of ways, safely negotiating space. • FUN-dementals – ABC- agility, balance, co-ordination. 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Develop coordination and gross motor skills • Learn and refine a variety of shapes, jumps, balances and rolls • Link simple balance, jump and travel actions <p>Sports day Practise</p> <p>Running in a lane</p> <p>Wheel relay</p> <p>Throwing</p> <p>Under and over</p> <ul style="list-style-type: none"> •Space awareness- Ability to listen and observe •Basic Motor Skills- Begin to jump in different ways and travel in different directions •Co-ordination and control- Begin to control and steer a ball. •Sending and aiming, racking and receiving – Begin to roll and track an object •Bouncing- Begin to bounce a ball, stationary and on the move •Throwing- Begin to throw in different ways
<p>Understanding the World</p>	<p>Finding their way around their new school using directional language</p> <p>Talk about your family, where they live and what jobs they do</p> <p>History – use some historical vocabulary to describe the passing of time in their and their family’s life</p> <p>Black History month</p> <p>Beebots-directional language</p> <p>Autumn-changing season link to Autumn rhymes</p> <p>Harvest</p> <p>Healthy foods</p> <p>Ogden Trust 2. Brown Bear, Brown Bear, What do you see?</p>	<p>Look at fire engines in the past and now</p> <p>Talking about the roles of people who help us and what part they play in society</p> <p>Look at Florence Nightingale and Mary Seacole and what they did, look at differences of nurses then and now, look at artefacts that doctors and nurses used in the past linking remembrance day. Whole class art collaboration of poppy field.</p> <p>Make accurate comparisons between modern and old objects</p>	<p>Pirate Pete describes where he comes from. Look at map and discuss land and the sea.</p> <p>Go for short walk around the local area and observe features.</p> <p>Describe what they can see.</p> <p>Take photos as a class to make a poster.</p> <p>Draw a treasure map for Pirate Pete.</p> <p>Discuss the features they have included.</p> <p>Make a map out of Lego/Duplo. Discuss bird’s eye view.</p> <p>Create maps out of sand for Pirate Pete.</p> <p>Draw and label a setting for Pirate Pete.</p> <p>Through creative play, discuss the features that Pirate Pete can see.</p> <p>Look at Digimaps of school ground</p> <p>Talk about similarities and differences in children following visit to Life Education Van</p> <p>Children know about similarities and differences in relation to materials.</p>	<p>Map the journeys of the gingerbread man and the three little pigs</p> <p>Children know about similarities and differences in relation to materials.</p> <p>Talk about similarities and differences when choosing the materials for the different roofs.</p> <p>Discuss the following celebrations –</p> <p>New Year – Locate London</p> <p>Chinese New Year – Locate China</p> <p>Holi – Locate India</p> <p>Nowruz – Locate Iran</p> <p>Discuss any similarities and differences between the festivals.</p>	<p>Use locational language to move B-bot on world map.</p> <p>Talk about similarities and differences between the natural world around them and contrasting environments for example – Polar, Africa and ours;</p> <p>Talk about similarities and differences with healthy and unhealthy foods.</p> <p>Read a selection of stories from around the world.</p> <p>https://delightfulchildrensbooks.com/read-around-the-world/</p> <p>Read story and think about similarities and differences.</p> <p>Observe pictures from book.</p> <p>Each group to discuss similarities and differences.</p> <p>Locate story on world map. (Reduce and photocopy front cover of book to put by world map with arrow.)</p>	<p>Make wormeries and observe</p> <p>Observe caterpillars and the changes they go through to become a butterfly</p> <p>Observe animals and plants carefully using magnifiers;</p> <p>Record observations in drawings.</p> <p>Children know about similarities and differences in relation to living things.</p> <p>Compare pictures from Snail and the Whale to the real countries.</p> <p>Ogden Trust 12. Pip and Posy: The Big Balloon.</p> <p>Ogden Trust 15. The Lumberjacks beard.</p>

			<p>History week – exploring toys from the past Children look at toys from past and compare to toys now, identifying some similarities and differences.</p> <p>Ogden Trust 14. The Gruffalo’s Child.</p> <p>Ogdon Trust: 6. How to find gold.</p> <p>Ogdon Trust: 9. My Ocean is Blue- (At beach school).</p> <p>Ogdon Trust- 1. Mr Archimedes Bath- What happens to the water when the animals are in the bath? What objects float and sink? Which absorb?</p>	<p>Ogden Trust 18. The Three Little Pigs- pegs and lollysticks</p> <p>Ogden Trust 5. Goldilocks and the three bears.</p> <p>Ogden Trust 16. The princess and the Pea.</p> <p>Ogden Trust 17. The three Billy Goats Gruff.</p>	<p>Use locational language to move B-bot on world map. Create a desert and monsoon for small world to explore (link to key texts). Create famous landmarks from Dubai using a variety of construction blocks. Discuss Australia’s Great Barrier reef and look at coral reef linking with Australian art</p> <p>Chn exploring a range of animals from around the world through 4D animation cards and ipads. Children make igloos using ice link to Science</p> <p>Ogden Trust 10. Nighttime Symphony.</p> <p>Ogden Trust 13. Tea time around the world.</p> <p>Ogden Trust 20. Zin! Zin! Zin! A Violin-Making musical instruments. Link to Dessert girl, Monsoon boy.</p> <p>Ogden Trust 11. Peace at Last.</p> <p>Ogden Trust 20. What the Jackdaw Saw. Can you find another way to feel sounds using your senses?</p>	<p>Ogden Trust 19. The wheels on the tuk tuk. Can you find out if bigger wheels roll the furthest?</p>
<p>Key Vocabulary Tier 3</p>	<p>Forwards Backwards Turn right Turn left Stop Go Field Wheat Festival Combine Harvest Crops Ripe Season Rain Celebrate Yesterday Past Long ago Now</p>	<p>Flanders Field Soldiers War Remembrance Crimean War Hospital; Lamp Nurse Doctor Charity Past Jamaica Kingston Injured travelled</p>	<p>North South East West Coast Sea River Map Forest Hill Mountain Physical Human</p> <p>Old Wooden Plastic Materials Victorian</p>	<p>Celebrate Similar Different Festival Winter Spring Summer Autumn Chinese Holi India Nowrus</p>	<p>World Similar Different Hot Cold Country Sea Great Barrier Reef Coral Continent City Town Village Locate Observe Human Physical Continents Climate Dubai Arctic Monsoon Desert India Asia Africa Europe North America South America Antarctica Australia Geography (Geo meaning world)</p>	<p>Life Cycle Chrysalis Mini beast Cocoon Hatch Caterpillar Leaf Change Magnifying glass</p>

<p>Expressive Art and Design</p>	<p>Perform nursery rhymes and action songs Making props from nursery rhymes Mark making (drawing) Mark making using a variety of large tools eg rollers, large brushes (painting)-Matisse's Trail Artist Study-Matisse-La Gerbe Self portraits</p>	<p>Create prints inspired by firework rhyme Explore paint using a variety of tools/rollers/sponges/natural paintbrushes Create whole class painting of Poppy field inspired by poem. Learn nativity songs and perform to audience</p>	<p>Practice and perform pirate songs Lego 3 d maps Beebots Making boats Observational drawing-charcoal and evergreen plants primary colour wheel</p>	<p>Music through stories- instruments as accompaniment to stories Make bridges Make houses with different materials for roofs Texture hunt Explore properties of clay using a variety of materials</p>	<p>Music- charanga unit, big bear funk Songs from around the world Painting a sea scape using watercolour (from local area) – beach school. Aboriginal Art focus-large collaborative art work with focus on pattern. Draw from observation using oil pastels eg puffin</p>	<p>Music- minibeasts and under the sea, action songs and Voices Foundation songs See the colour of us-Self portraits Observational drawing of local wildlife (flowers in garden, shells, crabs etc) charcoal Natural sculpture using leaves, stones etc inspired by pattern of shells. Create Jessie Jelly fish-link to book Created a setting for Tiddler in groups using collage and drawing.</p>
<p>Continuous Provision</p>	<p>2 simple drawing Link and Lace junk modelling minibeast collages Multi-skills Sand/ Water Musical instruments Mini beast hunting Construction Enchanted Door Writing area Maths Den building Physical skills – bikes scooters, wobble boards, hoops, balance beams, balls, skipping ropes. Beebots Free painting-collaborative large art with a variety of tools.</p>	<p>Paper puppets 2 simple games and navigation junk modelling minibeast collages Multi-skills Sand/ Water Musical instruments Mini beast hunting Construction Enchanted Door Writing area Maths Den building Physical skills – bikes scooters, wobble boards, hoops, balance beams, balls, skipping ropes. Beebots Free painting-collaborative large art with a variety of tools.</p>	<p>Crispy cakes Telescopes/binoculars 2 count and navigation Growing /gardening junk modelling minibeast collages Multi-skills Sand/ Water Musical instruments Mini beast hunting Construction Enchanted Door Writing area Maths Den building Physical skills – bikes scooters, wobble boards, hoops, balance beams, balls, skipping ropes. Beebots Observational drawing-natural objects</p>	<p>Bake Ginger bread men Free choose 2 simple Growing /gardening junk modelling minibeast collages Multi-skills Sand/ Water Musical instruments Mini beast hunting Construction Enchanted Door Writing area Maths Den building Physical skills – bikes scooters, wobble boards, hoops, balance beams, balls, skipping ropes. Beebots Observational drawing-natural objects</p>	<p>Ice Water Pipes DK find out Growing /gardening junk modelling minibeast collages Multi-skills Sand/ Water Musical instruments Mini beast hunting Construction Enchanted Door Writing area Maths Den building Physical skills – bikes scooters, wobble boards, hoops, balance beams, balls, skipping ropes. Beebots Observational drawing-natural objects</p>	<p>Water pipes IPads Growing /gardening junk modelling minibeast collages Multi-skills Sand/ Water Musical instruments Mini beast hunting Construction Enchanted Door Writing area Maths Den building Physical skills – bikes scooters, wobble boards, hoops, balance beams, balls, skipping ropes. Beebots Observational drawing-natural objects</p>