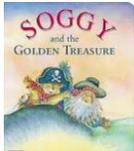
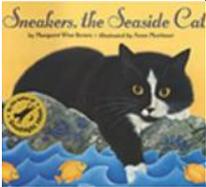
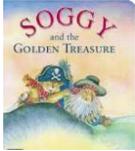
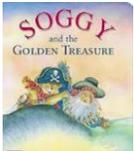
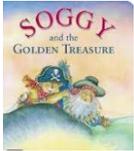
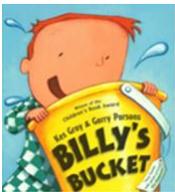
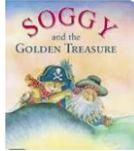
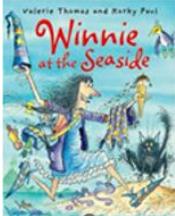
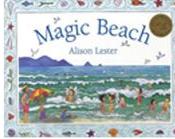
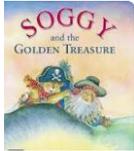


Medium Term Overview

Term: Summer 2 2023/2024

What's at the seaside?

Class: Polkerris / Crooklets

	Week 1 03/06/24	Week 2 10/06/24	Week 3 17/06/24	Week 4 24/06/24	Week 5 1/07/24	Week 6 8/07/24	Week 7 15/07/24
<p>Communication and Interaction</p> <p>Whole EYFS Focus – C&I and C&L is developed throughout the year through high quality interactions (ShREC Approach), daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions and focusing on Wellcomm targets in</p>	<p>What's at the seaside?</p>   <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>What's at the seaside?</p>   <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>What's at the seaside?</p>   <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>What's at the seaside?</p>   <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>What's at the seaside?</p>   <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently</p>	<p>What's at the seaside?</p>   <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>·Anticipate (where</p>	<p>What's at the seaside?</p>  <p>Book of their choice from previous reading. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>What's at the seaside?</p>

<p>weekly planning.</p>	<p>·Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>	<p>·Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>	<p>·Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>	<p>·Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>	<p>introduced vocabulary.</p> <p>·Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>	<p>appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>·Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>
<p>Personal, Social and Emotional Development</p>	<p>SCARF Growing and Changing Seasons</p>	<p>SCARF Growing and Changing Life stages plants,</p>	<p>SCARF Growing and Changing</p>	<p>SCARF Growing and Changing</p>	<p>SCARF Growing and Changing Getting Bigger</p>	<p>SCARF Growing and Changing</p>	<p>SCARF Growing and Changing Re-cap on areas that may need</p>

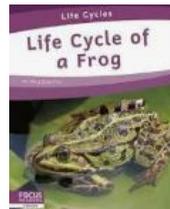
Through adult modelling and guidance, children will learn how to look after their bodies, including healthy eating, and managing personal needs independently



What are seasons?
Can someone tell us what happens in the spring?
Summer?
Autumn?
Winter?
When it gets to winter the end of winter, what happens next? (It starts all over again.)

Using the Seasons Activity sheet (see Resources needed area) ask the children to draw an object (or objects) in each square

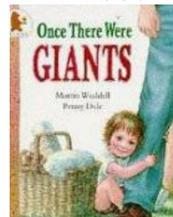
animals, humans



Talk to the class about cycles - how things go round and round. Can they think about things that go round and round? Take ideas from the children. Explain that things that live - like plants, animals and people - also have cycles; these are called life cycles.

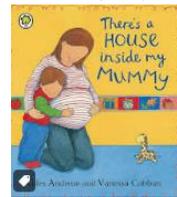
Show them a film clip of a life cycle. Suggested

Human life changes – Who will I be?



Using the black and white line drawings of the human life cycle, but printed and cut up in advance, children sort the different life stages into the correct order from young to old, then stick them onto paper. Labels can be added by more able children using keywords as follows:

Where do babies come from?



Using the pairs cards, (see Resources needed area) children can work in pairs or small groups to match up the baby animal with its adult equivalent. Cards can be laminated and put into



Using the Activity sheet Getting Bigger (see Resources needed area), children can write one new thing they can do now that they couldn't do when they were a baby and when they were a toddler, and one new thing they might be able to do in the future, as a teenager.

We Thinkers Whole Body Listening
See curriculum book for planning guidance

Resources needed

- NSPCC Pantosaurus Panto film
- Pictures from the Amaze book for the Adult supported activity (see details of this in the plan)

Art: Ask the children to draw around each other on large pieces of paper and label the body parts

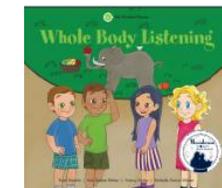
Use SCARF time to explore the SCARF values of Safety and Caring with circles focusing on knowing who our trusted adults are and that our trusted adults might be different from other people's trusted adults, e.g. mum, dad, gran, two mums/dads/ foster carer/step-

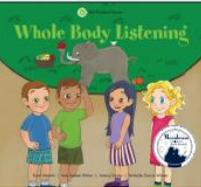
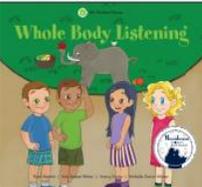
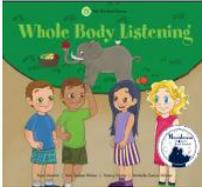
focusing on plugging any gaps in knowledge

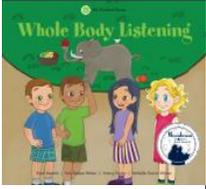
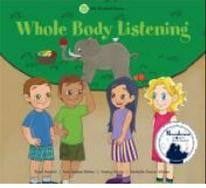
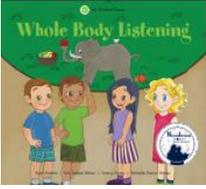
Could use then and now display to see how the children have changed.

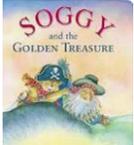
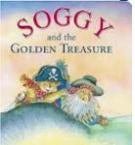
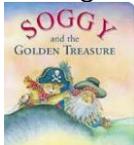
We Thinkers Whole Body Listening

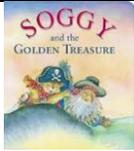
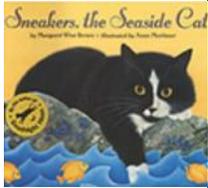
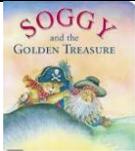
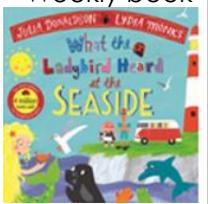
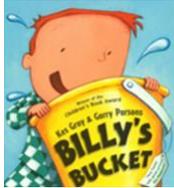
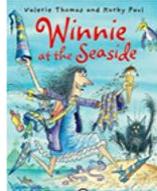
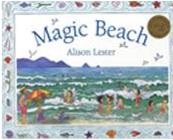
Read the whole story and question if children can show listening with their whole body.



	<p>that represents that season, e.g. lambs in spring, ice cream in summer, brown leaves in Autumn and snowman in winter.</p> <p>Go on a seasons walk and take photographs. Focus discussions on the change of seasons.</p> <p>We Thinkers Whole Body listening</p> <p>See curriculum book for planning guidance Introduce story concept Read the story book talking about the</p>	<p>examples include a frog, seed or butterfly.</p> <p>We Thinkers Whole Body Listening See curriculum book for planning guidance Read the story book, stop and notice stop and do</p>  <p>Review previous concepts Guide children to make a smart guess Page 8 to 10</p>	<p>Baby Child Teenager Adult Old age</p> <p>We Thinkers Whole Body Listening See curriculum book for planning guidance Activity 1 -Listen with all of you Music activity Act our the lyrics</p> 	<p>Continuous Provision when each group has had a turn matching them.</p> <p>Talk with the children about how we know they match (they look the same).</p> <p>What about tadpoles and butterflies? (Sometimes a baby doesn't look the same as its parents.)</p> <p>This can lead to a discussion about how some children are created using donated sperm/egg or are adopted, but that doesn't mean that the families love them any less.</p>	<p>Activity 3- Zoo adventure / Acting out the story, children to visit each animal and then listen with their body</p> 	<p>mum, teacher, etc. Use this time to help reinforce the message that families, no matter what they look like, are there to love and care for us and keep us safe.</p> <p>We Thinkers Whole Body listening See curriculum book for planning guidance Dramatic Play – going to the zoo use Social thinking concept and vocab Set up Play Clean up</p>	
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	<p>story and how we listen with our ears but we also listen with other body parts too.</p> 			<p>Families are people who provide us with love. That means they care for us and keep us safe.</p> <p>We Thinkers Whole body listening Activity 2 Make your whole body listen Use body part cards to practise making different body parts not listen and making them listen.</p> 			
<p>Communication and Language</p>	<p>I can learn and recite, poems and songs: I can listen to, engage in</p>	<p>I can learn and recite, poems and songs: I can listen to, engage in</p>	<p>I can learn and recite, poems and songs: I can listen to, engage in and talk about non-</p>	<p>I can learn and recite, poems and songs: I can listen to, engage in and talk about non-</p>	<p>I can learn and recite, poems and songs: I can listen to, engage in and talk about non-</p>	<p>I can learn and recite, poems and songs: I can listen to, engage in and talk about</p>	<p>I can learn and recite, recite, poems and songs: I can listen to, engage in and talk about non-</p>

	<p>and talk about non-fiction. I can retell parts of a story and describe events in some detail.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p> <p>Morning meet and greet Daily routine songs. Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charanga</p> <p>Termly topic book & vocab Focus triangle</p>	<p>and talk about non-fiction. I can retell parts of a story and describe events in some detail.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p> <p>Morning meet and greet Daily routine songs. Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charanga</p> <p>Termly topic book & vocab Focus triangle</p>	<p>fiction. I can retell parts of a story and describe events in some detail.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p> <p>Morning meet and greet Daily routine songs. Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charanga</p> <p>Termly topic book & vocab Focus triangle</p> 	<p>fiction. I can retell parts of a story and describe events in some detail.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p> <p>Morning meet and greet Daily routine songs. Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charanga</p> <p>Termly topic book & vocab Focus triangle</p> 	<p>fiction. I can retell parts of a story and describe events in some detail.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p> <p>Morning meet and greet Daily routine songs. Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charanga</p> <p>Termly topic book & vocab Focus triangle</p> 	<p>non-fiction. I can retell parts of a story and describe events in some detail.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles Morning meet and greet Daily routine songs. Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charanga</p> <p>Termly topic book & vocab Focus triangle</p>	<p>fiction. I can retell parts of a story and describe events in some detail.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles Morning meet and greet Daily routine songs. Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charanga Termly Topic Book & vocab Focus triangle</p>  
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	  <p>Weekly book</p> <p>Circle time and COOL time</p> <p>Charanga, 'Reflect and Rewind' – weekly Nursery Rhyme – Old MacDonald had a Farm</p> <p>New Vocab from Key text and</p>	  <p>Weekly book</p> <p>Circle time and COOL time</p> <p>Charanga. 'Reflect and Rewind' 'Nursery Rhyme compose – Baa Baa Black Sheep</p> <p>New Vocab from Key text and</p>	 <p>Weekly book</p> <p>Circle time and COOL time</p> <p>Charanga, 'Reflect and Rewind' ' weekly Nursery Rhyme – Twinkle Twinkle Little Star</p> <p>New Vocab from Key text and recommended reads. Reading frequently to children, and</p>	 <p>Weekly book</p> <p>Circle time and COOL time</p> <p>Charanga, 'Reflect and Rewind' weekly Nursery Rhyme compose– Incy Wincy</p> <p>New Vocab from Key text and recommended reads. Reading frequently to children, and engaging them actively in stories, non-</p>	 <p>Weekly book</p> <p>Circle time and COOL time</p> <p>Charanga, 'Reflect and Rewind' weekly Nursery Rhyme – Rock a Bye Baby</p> <p>New Vocab from Key text and recommended reads. Reading frequently to children, and engaging them</p>	  <p>Weekly book</p> <p>Circle time and COOL time</p> <p>Charanga Reflect and Rewind' weekly Nursery Rhyme – Row Row Row your boat</p> <p>New Vocab from Key text and recommended reads.</p>	<p>I can learn and recite, poems and songs:</p> <p>I can listen to, engage in and talk about non-fiction. I can retell parts of a story and describe events in some detail.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles Morning meet and greet Daily routine songs. Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes – Charanga</p> <p>Circle time and COOL time</p> <p>Charanga</p>
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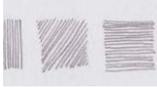
	<p>recommended reads. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are</p>	<p>recommended reads. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are</p>	<p>engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will</p>	<p>fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's</p>	<p>actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners</p>	<p>Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are interested in or doing, and echoing back</p>	<p>Reflect and Rewind' weekly Nursery Rhyme – I know and Old Lady</p> <p>New Vocab from Key text and recommended reads. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on</p>
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	interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.	interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.	build children's language effectively.	language effectively.	will build children's language effectively.	what they say with new vocabulary added, practitioners will build children's language effectively.	what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.
<p>Physical Development In addition to PE sessions opportunity for gross motor skills are development is encouraged through COOL time, lifting, pushing, pulling carrying, navigating, pedalling and steering.</p>	<p>Ball skills – Hands 2. The focus of the learning is to explore different ways of throwing a beanbag.</p> <p>Sports day activities / practise The focus of learning is to explore different events held on sports day</p> <p>Rules /introduction to different activities</p>	<p>Ball skills Hands 2 The focus of learning is to explore throwing (underarm) a beanbag.</p> <p>Sports day activities / practise The focus of learning is to explore different events held on sports day</p> <p>Rules Compete in groups in the</p>	<p>Sports day activities / practise The focus of learning is to explore different events held on sports day</p> <p>Pupils will access the school field and be taught about keeping our bodies healthy and how to keep fit and healthy, why is exercise important and good for us.</p>	<p>Balls skills hands 2 The focus of learning is to explore different ways of rolling a ball using our hands.</p> <p>Pupils learn why we need to be accurate when we are rolling a ball towards a target. The focus of learning is to explore throwing (overarm) a beanbag.</p>	<p>Ball Skills Hands 2 The focus of learning is to explore different ways of stopping a ball using our hands.</p> <p>Pupils will access the school field and be taught about keeping our bodies healthy and how to keep fit and healthy, why is exercise</p>	<p>Ball Skills Hands 2 The focus of learning is to explore catching a beanbag and a small ball.</p> <p>Pupils will develop their understanding of why we need to catch a ball and a beanbag.</p> <p>Pupils will access the school field and be taught</p>	<p>Pupils will access the school field and be taught about keeping our bodies healthy and how to keep fit and healthy, why is exercise important and good for us.</p>

	<p>Pupils will explore jumping, running and throwing.</p> <p>Pupils will access the school field and be taught about keeping our bodies healthy and how to keep fit and healthy, why is exercise important and good for us.</p>	<p>different activities</p> <p>Pupils will explore jumping, running and throwing.</p> <p>Pupils will access the school field and be taught about keeping our bodies healthy and how to keep fit and healthy, why is exercise important and good for us.</p>		<p>Pupils will start to learn why we need to aim when we are throwing. Pupils will access the school field and be taught about keeping our bodies healthy and how to keep fit and healthy, why is exercise important and good for us.</p>	important and good for us.	<p>about keeping our bodies healthy and how to keep fit and healthy, why is exercise important and good for us.</p>	
Fine Motor Skills	<p>Rolling and flattening dough, / undressing and dressing with minimal support, Mark making, Paint brushes, Modelling dough creating more intricate designs, Independently doing zips and buttons on coats. Accurate letter and number formation, Accurate use of cutlery at lunchtimes / independent cutting of food Holding a pencil effectively, developing writing fluency, showing some accuracy and care when drawing and mark making.</p>						
Literacy	<p>favourite stories, rhymes, songs,</p>	<p>Understand that : We read from left to</p>	<p>Understand that print has meaning.</p>	<p>Understand that : We read from left to right</p>	<p>Understand the names of different parts</p>	<p>Understand that : We read from left to</p>	

<p>Reading / understanding</p>	<p>poems or jingles</p> <p>Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home.</p>	<p>right and top to bottom</p> <p>Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week.</p>	<p>Ensure a wide variety of fact and fiction books are introduced to the children.</p> <p>Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week.</p>	<p>and top to bottom</p> <p>Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week.</p>	<p>of a book. When sharing stories, adults should model labelling parts e.g. lets look at the front cover, lets read the blurb.</p> <p>Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week.</p>	<p>right and top to bottom</p> <p>Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week.</p>	
<p>Literacy Phonics</p>	<p>Week 1 long vowel sounds CVCC CCVC</p>	<p>Week 2 long vowel sounds CCVC CCVC CCV CCVCC</p>	<p>Week 3 Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words</p>	<p>Week 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/</p>	<p>Week 5 Phase 4 words ending in: –s /s/, –s /z/, –es longer words</p>	<p>Week 6 Assessment GPCs Pronunciation</p>	<p>Week 7 Re-cap any gaps in learning based off assessment</p>

	<p>Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling</p> <p>CVC / matched ability books 3 x group reads per week</p>	<p>Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling</p> <p>CVC / matched ability books 3 x group reads per week</p>	<p>Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling</p> <p>CVC / matched ability books 3 x group reads per week</p>	<p>Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling</p> <p>CVC / matched ability books 3 x group reads per week</p>	<p>Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence Spelling</p> <p>CVC / matched ability books 3 x group reads per week</p>	<p>CVC / matched ability books 3 x group reads per week</p>	
Literacy Writing	<p>still life drawing, labelling, naming, Daily letter formation Name writing</p> <p>Finger fit CVC words and two / three word sentences. 4 x per week</p>	<p>still life drawing, labelling, naming, Daily letter formation Name writing</p> <p>Finger fit CVC words and two / three word sentences. 4 x per week</p>	<p>still life drawing, labelling, naming, Daily letter formation Name Writing</p> <p>Finger fit CVC words and two / three word sentences. 4 x per week</p> <p>Pen Disco</p>	<p>still life drawing, labelling, naming, Daily Letter formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week</p> <p>Pen Disco</p>	<p>still life drawing, labelling, naming, Daily Letter formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week</p> <p>Pen Disco</p>	<p>still life drawing, labelling, naming, Daily letter formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week Name writing assessment</p> <p>Pen Disco</p>	<p>still life drawing, labelling, naming, Daily letter formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week</p> <p>Pen Disco Cross Hatching</p>

	<p>Pen Disco Small Triangles Felt tips A4 paper Seven Nation Army by the White Stripes</p>	<p>Pen Disco Small squares Coloured pencils Roar by Katie Perry</p>	<p>Spirals in boxes (12) Colour pens, A4 paper at tables (different colour each week) Waka Waka by Shakira</p>	<p>Zig Zags in boxes (12) Wax crayons different directions Yellow Submarine by the Beatles.</p>	<p>Diagonal in boxes (12) Chalk pens or felt tips Old Town Road by Lil Nas</p>	<p>Hatching  Boxes 12 Enter Sand Man by Metallica</p>	<p> Boxes 12 Music vote of children's choice</p>
Maths	<p>WRM Re-Cap I can say double the number. I can double a number Step 1 I can identify a repeating pattern. I can create my own pattern rule I can explore my own pattern rule</p>	<p>WRM I can visualise form different positions I can describe positions.</p>	<p>WRM I can replicate and build scenes I can replicate and build constructions</p>	<p>WRM I can give instruction to build I can explore maps I can represent maps with models</p>	<p>WRM I can create maps from familiar places I can create maps and plans from story situations</p>	<p>WRM Re-cap misconceptions Deepening Understanding</p>	<p>WRM Deepening understanding Patterns and relationships</p>
Understanding the World	<p>Circle time and COOL time What's at the seaside? Geography Links</p>	<p>Circle time and COOL time What's at the seaside? Geography Links</p>	<p>Circle time and COOL time What's at the seaside? Geography Links</p>	<p>Circle time and COOL time What's at the seaside? Geography Links</p>	<p>Circle time and COOL time What's at the seaside? Geography Links</p>	<p>Circle time and COOL time What's at the seaside? Geography Links</p>	<p>Circle time and COOL time What's at the seaside? Geography Links Beaches in the local area, what</p>

	<p>Beaches in the local area, what can we see at the beach. Understanding changes in the environment around us.</p> <p>Talk about children's favourite beaches in the area, what beach have they visited?</p> <p>Science Links Plants – Beans Texture of plants, seeds, plants for food, parts of a plant, what plants need to grow.</p> <p>History Links Timeline How have we changed? Then and now. What</p>	<p>Beaches in the local area, what can we see at the beach. Understanding changes in the environment around us.</p> <p>What can you see at the beach?</p> <p>Talk about what you can see at the beach, rock pools, cliffs</p> <p>science Links seaweed, species</p> <p>History links Timeline How have we changed? Then and now. What can you do now that you couldn't as a baby. Link to</p>	<p>Beaches in the local area, what can we see at the beach. Understanding changes in the environment around us.</p> <p>Are all beaches the same? Discuss if all beaches have cliffs, rockpools or are they different?</p> <p>Science Links What can be found in a rockpool?</p> <p>History Links Timeline How have we changed? Then and now. What can you do now that you couldn't as a baby. Link to SCARF Growing and changing unit</p>	<p>Beaches in the local area, what can we see at the beach. Understanding changes in the environment around us.</p> <p>Talk about beaches big and small, are beaches all the same size?</p> <p>science links Discuss what life can be found at the beach? Discuss how the plants and animals depend on each other for survival.</p> <p>History links Talk about how beaches have changed – introduction of</p>	<p>Beaches in the local area, what can we see at the beach. Understanding changes in the environment around us.</p> <p>Talk about the difference between Polkerris and Crooklets beach in Bude.</p> <p>science Talk about what animals need to survive at the beach.</p> <p>History links Discuss what we wear at the beach now and what people wore in the past.</p> <p>Computing</p>	<p>Geography Links Beaches in the local area, what can we see at the beach. Understanding changes in the environment around us.</p> <p>Beach visit? Carlyon Bay</p> <p>science Links Talk about clever camouflage at the beach, what animals use camouflage to survive?</p> <p>History Links Revisit how we have changed what do we do different now at the beach, how do we get to the beach how did people get to</p>	<p>can we see at the beach. Understanding changes in the environment around us.</p> <p>Science Talk about how to 'Save Our Seashore' encourages children to think about how the actions of humans affect life on the seashore</p> <p>Computing Let's go code I can follow instructions to walk a maze!</p> <p>RE</p> <p>Which stories are special and why?</p>
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	<p>can you do now that you couldn't as a baby. Link to SCARF Growing and changing unit.</p> <p>RE</p> <p>Which stories are special and why?</p> <p>Pupils will develop an understanding of which stories are special and why, for example; The Creation Story. Pupils will develop their own opinion of which stories they like and their justification for it.</p> <p>Week 1 – look at stories in the Bible</p>	<p>SCARF Growing and changing unit.</p> <p>RE</p> <p>Which stories are special and why?</p> <p>Pupils will develop an understanding of which stories are special and why, for example; The Creation Story. Pupils will develop their own opinion of which stories they like and their justification for it.</p> <p>Week 2 - Create Arks</p> 	<p>RE</p> <p>Which stories are special and why?</p> <p>Pupils will develop an understanding of which stories are special and why, for example; The Creation Story. Pupils will develop their own opinion of which stories they like and their justification for it.</p> <p>Week 3 - Recap on the previous story and think about how Noah was kind saving all the creatures.</p>	<p>human resources, toilets, car parks, shops.</p> <p>RE</p> <p>Which stories are special and why?</p> <p>Pupils will develop an understanding of which stories are special and why, for example; The Creation Story. Pupils will develop their own opinion of which stories they like and their justification for it.</p> <p>Week 4 - Recap on the story of Zacchaeus and how he was unkind but then changed his</p>	<p>Let's go code I can follow instructions to walk a maze!</p> <p>RE</p> <p>Which stories are special and why?</p> <p>Pupils will develop an understanding of which stories are special and why, for example; The Creation Story. Pupils will develop their own opinion of which stories they like and their justification for it.</p> <p>Week 5 - Recap on the story of Zacchaeus, introduce the story of Hanukkah and what the</p>	<p>the beach in the past</p> <p>Computing Let's go code I can follow instructions to walk a maze!</p> <p>RE</p> <p>Which stories are special and why?</p> <p>Pupils will develop an understanding of which stories are special and why, for example; The Creation Story. Pupils will develop their own opinion of which stories they like and their justification for it.</p>	<p>Pupils will develop an understanding of which stories are special and why, for example; The Creation Story. Pupils will develop their own opinion of which stories they like and their justification for it.</p> <p>Re cap on previous learning</p>
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	<p>which stories do the children know.</p>		<p>Read the story Zacchaeus and consider how at first he was unkind but changed his ways. Pupils can then create Zacchaeus trees</p> 	<p>ways. Read the story of the ten lepers think about what happened in the story and ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked.</p> <p>Children can then create hand pictures showing the one thankful person.</p>	<p>Hanukah story teaches Jews about standing up for what is right.</p> <p>Pupils can then create their own Menorah's.</p> 	<p>Week 6 - Recap on the previous learning. Talk about the different stories. Read the story Prophet Muhammad and how the boy threw stones at the tree.</p> <p>Identify some of their own feelings in the stories they hear.</p> <p>Create tree pictures whilst listening to thought provoking music.</p>	
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Expressive Arts and Design

Music - Charanga

Reflect, Rewind and Repeat

[▶ Viewer](#)

Listen and Appraise - William Tell Overture by Rossini	...
Listen Out - Celebration	...
Compose with the Song - Big Bear Funk	...
Pulse	...
Revise and Perform Prompt	...
Revise Autumn 1 Me	...
Revise Autumn 2 My Stories	...
Revise Spring 1 Everyone	...
Revise Spring 2 Our World	...
Big Bear Funk - Learn to Sing the Song	...
Share and	...

Creative Teach point
Following instruction / cutting independently & accurately

Music - Charanga

[▶ Viewer](#)

Listen and Appraise - Dance Of The Sugar Plum Fairy by Tchaikovsky	...
Listen Out - Ganesh Is Fresh	...
Compose with the Song - Baa Baa Black Sheep	...
1. Theory: Finding Out About Music - Rhythm	...
Revise and Perform Prompt	...
Revise Autumn 1 Me	...
Revise Autumn 2 My Stories	...
Revise Spring 1 Everyone	...
Revise Spring 2 Our World	...
Big Bear Funk -	...

Creative Teach point
Explore function within artistic design



Music - Charanga

[▶ Viewer](#)

Listen and Appraise - Flight Of The Bumblebee by Rimsky Korsakov	...
Listen Out - We Are Family	...
Compose with the Song - Twinkle Twinkle	...
Pitch	...
Revise and Perform Prompt	...
Revise Autumn 1 Me	...
Revise Autumn 2 My Stories	...
Revise Spring 1 Everyone	...
Revise Spring 2 Our World	...
Big Bear Funk - Learn to Sing the Song	...

Creative Teach Point
Manipulating materials accurately



Music - Charanga

[▶ Viewer](#)

Listen and Appraise - Jupiter The Bringer Of Jollity by Holst	...
Listen Out - Singing In The Rain	...
Compose with the Song - Incy Wincy Spider	...
Pulse	...
Revise and Perform Prompt	...
Revise Autumn 1 Me	...
Revise Autumn 2 My Stories	...
Revise Spring 1 Everyone	...
Revise Spring 2 Our World	...
Big Bear Funk - Learn to Sing the Song	...

Creative Teach Point-
Creating a simple pattern / attaching materials

Music - Charanga

[▶ Viewer](#)

Listen and Appraise - Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams	...
Listen Out - Frogs Legs And Dragons Teeth	...
Compose with the Song - Rock-a-Bye Baby	...
1. Theory: Finding Out About Music - Rhythm	...
Revise and Perform Prompt	...
Revise Autumn 1 Me	...
Revise Autumn 2 My Stories	...
Revise Spring 1 Everyone	...
Revise Spring 2 Our World	...
Big Bear Funk - Learn to Sing the Song	...
Revise Spring 2 Our World	...

Creative Teach point
Working with watercolour / Exploring technique Background only

Music - Charanga

[▶ Viewer](#)

Listen and Appraise - Flying Theme by John Williams	...
Listen Out - I Feel Good	...
Compose with the Song - Row Row Row	...
Pitch	...
Revise and Perform Prompt	...
Revise Autumn 1 Me	...
Revise Autumn 2 My Stories	...
Revise Spring 1 Everyone	...
Revise Spring 2 Our World	...
Big Bear Funk - Learn to Sing the Song	...
Share and	...

Creative Teach point
Continue water colour pictures Building on water colours adding faces and masks exploring technique and

Pick and Mix

[▶ Viewer](#)

Marching Band Learn The Song	...
Zappy Mends The Roof Learn The Song	...
Understanding Rhythm	...
Learn to Sing the Song - Number Crunchers	...
Moving On	...
I Know An Old Lady	...
Quiz: Know Your Percussion Instruments	...



Beach scenes, different materials, 3D pictures, beach creatures, pirate telescopes.

Creative activities linked to topic books, one activity example / modelled per week for pupils to explore in the creative area.

Pupils to use EE resources during COOL time to create their own creations.

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