

Medium Term Overview

Term: Spring 1 2023/2024

What adventures can we go on?

Class: Polkerris / Crooklets

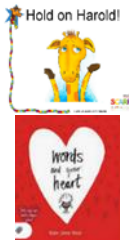
	Week 1 4/01/24 (Thurs/Fri)	Week 2 8/01/24	Week 3 15/01/24	Week 4 22/01/24	Week 5 29/01/24	Week 6 5/02/24
<p>Communication and Interaction</p> <p>Whole EYFS Focus – C&I and C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions and focusing on Wellcomm targets in weekly planning.</p>	<p>What adventures can we go on?</p>   <p>Engage in small group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. Boat, river, squabble, chase, tease, muck about, bleating, flap, trample, tipped, swam,</p>	<p>What adventures can we go on?</p>   <p>Engage in small group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. Moon, rocket, space, chimney, whoosh, aeroplane, flew, stars, boring, rained, dripped, thump.</p>	<p>What adventures can we go on?</p>   <p>Engage in small group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. Train, journey, town, sheep, cows, lying, over, hill, mare, foal, farm, bumpety, road, shiny, tractor, load, ticket, collector, scary, mirror, tunnel, gaggle,</p>	<p>What adventures can we go on?</p>   <p>Engage in small group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. Mouse, stroll, wood, fox, little, come, underground, lunch, Gruffalo, terrible, tusks, claws, teeth, jaws, meeting, rocks, roasted, sped, old, deep, dark,</p>	<p>What adventures can we go on?</p>   <p>Engage in small group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. Lost, found, penguin, where, follow, sad, thought, lost, help, find, checked, missing, asked, ignored, floated, help, how, south pole, harbour, ship, small, heard, row, boat, size,</p>	<p>What adventures can we go on?</p>   <p>Engage in small group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. Wheels, bicycle, bell, loud, horn, chain, greasy, soap wrack, tool kit, spanner,, screwdriver, snack, tray, holder, basket, tired, hanging, panting, nuts, bolts, heavens, large, small,</p>

	<p>Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>	<p>Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>	<p>geese, treetops, sailing, slowing, market, seaside, lighthouse, station, welcoming.</p> <p>Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>	<p>treetop, frightfully, stream, turned out, feast, log pile, tongue, prickles, lake, scrambled, hid, slid, creature, knobbly, wart, poisonous, favourite, afraid, laughter, follow, hiss, crumbs, amazing, astounding, path, afraid, crumble.</p> <p>Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>	<p>strength, pushed, sea, south, stories, weather, waves, mountains, delighted, nothing, felt, strange, mistake, lonely, quickly, reached, searched, listen, ahead, closer, friend.</p> <p>Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>	<p>umbrella, downhearted, cheerful, transistor, radio, cassette, mouthorgan, wood, ropes, tarpaulin, anchor, sail, crash, crunch, clang, clatter, thud, wreckage, dump, roller skates.</p> <p>Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>
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Personal, Social and Emotional Development

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

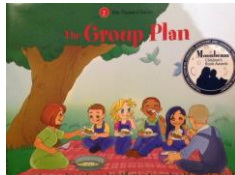
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What's safe to go inside my body?

Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.

We Thinkers Book 2 The group Plan



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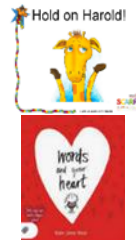
Keeping my body safe – Including medicines

Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.

We Thinkers Book 2 The group Plan



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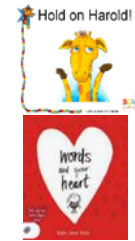
Safe indoors and Outdoors

Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.

We Thinkers Book 2 The group Plan



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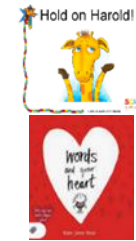
Listening to my feelings

Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.

We Thinkers Book 2 The group Plan



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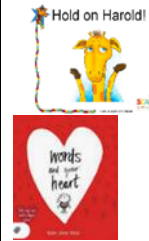
Keeping myself safe online

Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.

We Thinkers Book 2 The group Plan



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People who help to keep me safe

Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.

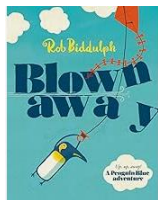
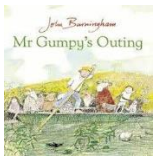
We Thinkers Book 2 The group Plan



Communication and Language

See curriculum book for planning guidance

Daily routine songs.
Days of the week
Weather
Line up
Carpet time
Make a circle
Nursery Rhymes - Charanga

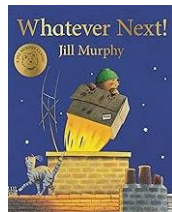
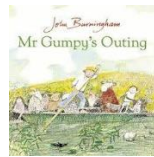


Circle time and COOL time

Charanga weekly Nursery Rhyme – Wind the Bobbin up

See curriculum book for planning guidance

Daily routine songs.
Days of the week
Weather
Line up
Carpet time
Make a circle
Nursery Rhymes - Charanga

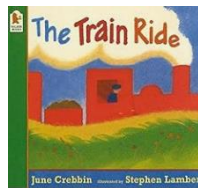
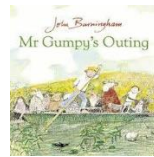


Circle time and COOL time

Charanga weekly Nursery Rhyme – Wind the Bobbin up and Rock a Bye Baby

See curriculum book for planning guidance

Daily routine songs.
Days of the week
Weather
Line up
Carpet time
Make a circle
Nursery Rhymes - Charanga

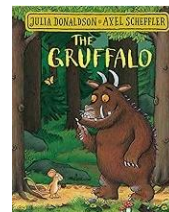
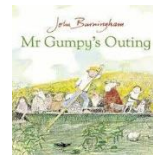


Circle time and COOL time

Charanga weekly Nursery Rhyme – Wind The Bobbin Up, Rock-A-Bye Baby, Five Little Monkeys

See curriculum book for planning guidance

Daily routine songs.
Days of the week
Weather
Line up
Carpet time
Make a circle
Nursery Rhymes - Charanga

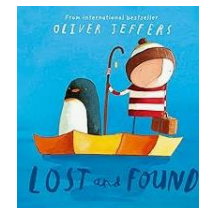
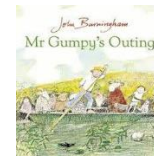


Circle time and COOL time

Charanga weekly Nursery Rhyme – Wind The Bobbin Up, Rock-A-Bye Baby, Five Little Monkeys, Twinkle, Little Star

See curriculum book for planning guidance

Daily routine songs.
Days of the week
Weather
Line up
Carpet time
Make a circle
Nursery Rhymes - Charanga

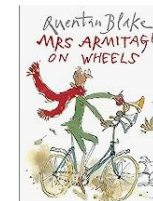
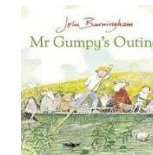


Circle time and COOL time

Charanga weekly Nursery Rhyme – Wind The Bobbin Up, Rock-A-Bye Baby, Five Little Monkeys, Twinkle, Little Star

See curriculum book for planning guidance

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Days of the week
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Circle time and COOL time

Charanga weekly Nursery Rhyme – Wind The Bobbin Up, Rock-A-Bye Baby, Five Little Monkeys, Twinkle, Little Star

	<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 fourth conversation. Commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will</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 fourth 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>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 fourth 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>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 fourth 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>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 fourth 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>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 fourth 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>
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	build children's language effectively.	language effectively.	language effectively.	language effectively.	language effectively.	language effectively.
Physical Development	N/A CP activities	<p>Ball Skills – Feet The focus of learning is to explore different ways of using our feet to move with a ball.</p> <p>Pupils will explore what happens when they kick a ball using different parts of their feet.</p> <p>Pupils will begin to understand how we control a ball.</p> <p>Gymnastics – Moving The focus of the learning is to introduce 'champion gymnastics' by moving and making shapes using different body parts.</p>	<p>Ball Skills - Feet The focus of learning is to develop using our feet to move with a ball.</p> <p>Pupils will learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p> <p>Gymnastics – Moving The focus of the learning is to introduce 'champion gymnastics' by moving in different directions.</p>	<p>Ball Skills – Feet The focus of learning is to develop dribbling using our feet to move with a ball.</p> <p>Pupils will develop their technique of dribbling the ball and understand why this is the most effective way to dribble, keeping control.</p> <p>Gymnastics – Moving The focus of the learning is to apply 'champion gymnastics' exploring how to move using big and small movements using the apparatus.</p>	<p>Ball Skills – Feet The focus of learning is to teach pupils to understand where to dribble and why.</p> <p>Pupils will continue to develop their technique of dribbling the ball.</p> <p>Gymnastics – Moving The focus of the learning is to apply 'champion gymnastics' exploring movements in a pair on the floor and on apparatus.</p>	<p>Ball Skills – Feet The focus of learning is to continue to explore moving with a ball.</p> <p>Pupils will continue to develop dribbling skills and their understanding of dribbling a ball.</p> <p>Gymnastics – Moving The focus of the learning is to apply 'champion gymnastics' exploring shapes in pairs on the floor and on apparatus.</p>
Fine Motor Skills	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

<p>Literacy Reading / understanding</p>	<p>favourite stories, rhymes, songs, poems or jingles</p> <p>Read four books a day Weekly book before writing / CP input.</p> <p>Maths linked story book before maths activities.</p> <p>Topic book before Lunch</p> <p>Poem a day and story before going home.</p>	<p>Understand that : We read from left to right and top to bottom</p> <p>Read four books a day Weekly book before writing / CP input.</p> <p>Maths linked story book before maths activities.</p> <p>Topic book before Lunch</p> <p>Poem a day and story before going home.</p> <p>We Thinkers story once per week.</p>	<p>Understand that print has meaning. 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.</p> <p>Maths linked story book before maths activities.</p> <p>Topic book before Lunch</p> <p>Poem a day and story before going home.</p> <p>We Thinkers story once per week.</p>	<p>Understand that : We read from left to right and top to bottom</p> <p>Read four books a day Weekly book before writing / CP input.</p> <p>Maths linked story book before maths activities.</p> <p>Topic book before Lunch</p> <p>Poem a day and story before going home.</p> <p>We Thinkers story once per week.</p>	<p>Understand the names of different parts 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.</p> <p>Maths linked story book before maths activities.</p> <p>Topic book before Lunch</p> <p>Poem a day and story before going home.</p> <p>We Thinkers story once per week.</p>	<p>Understand that : We read from left to right and top to bottom</p> <p>Read four books a day Weekly book before writing / CP input.</p> <p>Maths linked story book before maths activities.</p> <p>Topic book before Lunch</p> <p>Poem a day and story before going home.</p> <p>We Thinkers story once per week.</p>
<p>Literacy Phonics</p>	<p>Re-cap previous taught sounds and tricky words (Thurs/Fri)</p> <p>CVC / matched ability books 3 x group reads per week X 3 stories per day including non-fiction</p>	<p>Week 1 ai ee igh oa CVC / matched ability books 3 x group reads per week X 3 stories per day including non-fiction</p> <p>GPCs Pronunciation</p>	<p>Week 2 oo oo ar or Tricky words –was you they</p> <p>CVC / matched ability books 3 x group reads per week X 3 stories</p>	<p>Week 3 ur ow oi ear Tricky words –my by all</p> <p>CVC / matched ability books 3 x group reads per week X 3 stories per day including non-fiction</p>	<p>Week 4 air er words with double letters: dd mm tt bb rr gg pp ff Tricky words –are sure pure</p> <p>CVC / matched ability books 3 x group reads per week X 3 stories</p>	<p>Week 5 • Longer words are sure pure</p> <p>Assessment GPCs Pronunciation</p> <p>CVC / matched ability books 3 x group reads per week X 3 stories</p>

	<p>GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>	<p>phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>	<p>per day including non-fiction GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>	<p>GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>	<p>per day including non-fiction GPCs Pronunciation phrase Initial/end sounds: What's in the box? New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>	<p>per day including non-fiction phrase Initial/end sounds: New GPC and mnemonic Formation phrase Oral blending Teacher-led blending words Tricky words Oral blending game</p>
Literacy Writing	<p>Invitations, postcards, letters, lists, tickets, posters, Daily letter formation</p> <p>Pen Disco Circles – starting at a dot</p>	<p>Invitations, postcards, letters, lists, tickets, posters, Daily letter formation</p> <p>Finger fit CVC words and two / three word sentences. 4 x per week</p> <p>Pen Disco Spirals -starting at a dot</p>	<p>Invitations, postcards, letters, lists, tickets, posters, Daily letter formation</p> <p>Finger fit CVC words and two / three word sentences. 4 x per week</p> <p>Pen Disco Loops -lines across Colour pens, A4 paper at tables</p>	<p>Invitations, postcards, letters, lists, tickets, posters, Daily letter formation</p> <p>Finger fit CVC words and two / three word sentences. 4 x per week</p> <p>Pen Disco Triangles Wax crayons, A4 paper</p>	<p>Invitations, postcards, letters, lists, tickets, posters, Daily letter formation</p> <p>Finger fit CVC words and two / three word sentences. 4 x per week</p> <p>Pen Disco Squares Chalk pens, A4 paper</p>	<p>Invitations, postcards, letters, lists, tickets, posters, Daily letter formation</p> <p>Finger fit CVC words and two / three word sentences. 4 x per week Name writing assessment</p> <p>Pen Disco Waves with circles lines across</p>

	Felt Tips, A4 paper at tables I Gotta Feeling – Black Eyed Peas	Coloured pencils, A4 paper at tables (different colour each week) You Spin Me Round -Dead or Alive (Different colour each week)	Walk Me By Pink (Different colour each week)	at tables Black Magic By Little Mix (Different colour each week)	at tables Sake it Off Taylor Swift (Different colour each week)	Felt Tips, A4 paper at tables Uptown Funk by Mark Ronson (different colour each week)
Maths	Alive in 5 (Thurs/Fri) Step 1 Introduce zero Step 2 Find 0 to 5	Alive in 5 Step 3 Subitise 0 to 5 Step 4 Represent 0 to 5 Step 5 1 more Step 6 1 less Step 7 Composition Step 8 Conceptual subitising to 5	Mass and Capacity Step 1 Compare mass Step 2 Find a balance Step 3 Explore capacity Step 4 Compare capacity	Growing 5,6,7,8 Step 1 Find 6, 7 and 8 Step 2 Represent 6, 7 and 8 Step 3 1 more Step 4 1 less Step 5 Composition of 6, 7 and 8	Growing Step 6 Make pairs-odd and even Step 7 Double to 8 (find a double) Step 8 Double to 8 (make a double) Step 9 Combine 2 groups Step 10 Conceptual subitising	Length and Height Step 1 Explore length Step 2 Compare length Step 3 Explore height
Understanding the World	Circle time and COOL time N/A	Circle time and COOL time Geography, History Think about adventures that people of the past have been on. How did they travel? Where did they travel? Changes in transport over time. Understand and use vocabulary such as: how, why, because,	Circle time and COOL time Geography, History Think about adventures that people of the past have been on. How did they travel? Where did they travel? Changes in transport over time. Understand and use vocabulary such as: how, why, because,	Circle time and COOL time Science Habitats Where do animals live, what do they need, where do humans live, do all humans live in the same types of homes Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why	Circle time and COOL time Science Habitats Where do animals live, what do they need, where do humans live, do all humans live in the same types of homes, Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why	Circle time and COOL time Science Habitats Where do animals live, what do they need, where do humans live, do all humans live in the same types of homes, Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why

		find out, I wonder what/if/when/why	find out, I wonder what/if/when/why			
		<p>RE</p> <p>Why is the word God so important to Christians?</p> <p>Read/ make the creation story. What do the children know? Remind the children that Christians believe God is a creator and created the world.</p>	<p>RE</p> <p>Why is the word God so important to Christians?</p> <p>Explain that Christians learn about God from the Bible at church and home. Christians believe God is behind all there is in the world; he is the Creator and giver of life. Pupils to make their own scene of Adam naming the bugs/animals and make bugs/animals out of playdough to place round Adam.</p>	<p>RE</p> <p>Why is the word God so important to Christians?</p> <p>Ask pupils if they know a special place for Christians (the church). Showing pictures of different local churches (inside and out): explain that Christians go to church and show God is important to them by singing and praying – they call this worship. Think about Harvest.</p>	<p>RE</p> <p>Why is the word God so important to Christians?.</p> <p>Explain that at church, Christians talk about God a lot. They say and sing words of praise and worship to God who has made all things. Can the children remember the Creed? Have animals out for the children to play with and use.</p>	<p>RE</p> <p>Why is the word God so important to Christians?</p> <p>Explain that Christians believe in working together to serve the community. Explain some Christians go overseas, some Christians travel around their country and others do things to look after the place they live. Walk round the school and find something that needs doing. Write a letter to the school council together to ask them to do something – offer to help, too!</p>
Expressive Arts and Design	<p>Music -Charanga Everyone!</p> <p>1. Listen and Respond</p> <p>- We Are Family by Sister Sledge: Play the song. Have fun</p>	<p>Music - Charanga Everyone!</p> <p>1. Listen and Respond</p> <p>• Listen and Respond - Thula Baba - a South African lullaby:</p>	<p>Music - Charanga Everyone!</p> <p>1. Listen and Respond</p> <p>• Listen and Respond - ABC by The Jackson 5: Play the song. Have fun</p>	<p>Music - Charanga Everyone!</p> <p>1. Listen and Respond</p> <p>• Listen and Respond - My Mum Is Amazing by Zain Bhikha:</p>	<p>Music - Charanga Everyone!</p> <p>1. Listen and Respond</p> <p>• Listen and Respond - Conga by Miami Sound Machine: Play the song. Have fun</p>	<p>Music - Charanga Everyone!</p> <p>1. Listen and Respond</p> <p>• Listen and Respond - Mozart's Horn Concerto no 4 -</p>

	<p>2. Explore and Create Using Voices and Instruments (Musical Activities) Options (Build on previous learning):</p> <p>a. Using the WInd The Bobbin Up, If you're Happy And You Know It games track,</p> <p>3. Sing and Play (Musical Activities)</p> <ul style="list-style-type: none"> ● Learn to Sing and sometimes play with the Song/s: <ul style="list-style-type: none"> ● a. Listen to, then learn to sing WInd The Bobbin Up ● b. Listen to sing along with and play the action song If You're Happy And You Know I <p>4. Share and Perform</p> <ul style="list-style-type: none"> ● Share and perhaps perform what has taken place in today's lesson. 	<p>Play the song. Have fun</p> <p>2. Explore and Create Using Voices and Instruments (Musical Activities) Options (Build on previous learning):</p> <p>a. Using a games track of your choice,</p> <p>3. Sing and Play (Musical Activities)</p> <ul style="list-style-type: none"> ● Learn to Sing and sometimes play with the Song/s: <ul style="list-style-type: none"> ● a. Listen to, then learn to sing WInd The Bobbin Up, Rock-A-Bye Baby ● b. Listen to sing along with and play the action song If You're Happy And You Know It <p>4. Share and Perform</p> <ul style="list-style-type: none"> ● Share and perhaps perform what has taken place in today's lesson 	<p>2. Explore and Create Using Voices and Instruments (Musical Activities) Options (Build on previous learning):</p> <p>a. Using games track of your choice,</p> <p>3. Sing and Play (Musical Activities)</p> <ul style="list-style-type: none"> ● Learn to Sing and sometimes play with the Song/s: <ul style="list-style-type: none"> ● a. Listen to, then learn to sing WInd The Bobbin Up, Rock-A-Bye Baby, Five Little Monkeys ● b. Listen to sing along with and play the action song If You're Happy And You Know It <p>4. Share and Perform</p> <ul style="list-style-type: none"> ● Share and perhaps perform what has taken place in today's lesson 	<p>Play the song. Have fun</p> <p>2. Explore and Create Using Voices and Instruments (Musical Activities) Options (Build on previous learning):</p> <p>a. Using games track of your choice,</p> <p>3. Sing and Play (Musical Activities)</p> <ul style="list-style-type: none"> ● Learn to Sing and sometimes play with the Song/s: <ul style="list-style-type: none"> ● a. Listen to, then learn to sing WInd The Bobbin Up, Rock-A-Bye Baby, Five Little Monkeys, Twinkle, Little Star ● b. Listen to sing along with and play the action song If You're Happy And You Know <p>It/Head, Shoulders, Knees and Toes 4. Share and Perform</p> <ul style="list-style-type: none"> ● Share and perhaps perform what has taken place in today's lesson. 	<p>2. Explore and Create Using Voices and Instruments (Musical Activities) Options (Build on previous learning):</p> <p>a. Using games track of your choice,</p> <p>3. Sing and Play (Musical Activities)</p> <ul style="list-style-type: none"> ● Learn to Sing and sometimes play with the Song/s: <ul style="list-style-type: none"> ● a. Listen to, then learn to sing WInd The Bobbin Up, Rock-A-Bye Baby, Five Little Monkeys, Twinkle, Little Star ● b. Listen to sing along with and play the action song If You're Happy And You Know <p>It/Head, Shoulders, Knees and Toes 4. Share and Perform</p> <ul style="list-style-type: none"> ● Share and perhaps perform what has taken place in today's lesson. 	<p>Rondo: Play the song. Have fun</p> <p>2. Explore and Create Using Voices and Instruments (Musical Activities) Options (Build on previous learning):</p> <p>a. Using games track of your choice,</p> <p>3. Sing and Play (Musical Activities)</p> <ul style="list-style-type: none"> ● Learn to Sing and sometimes play with the Song/s: <ul style="list-style-type: none"> ● a. Listen to, then learn to sing WInd The Bobbin Up, Rock-A-Bye Baby, Five Little Monkeys, Twinkle, Little Star ● b. Listen to sing along with and play the action song If You're Happy And You Know <p>It/Head, Shoulders, Knees and Toes 4. Share and Perform</p> <ul style="list-style-type: none"> ● Share and perhaps perform what has taken place in today's lesson.
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	<p>Creative Teach point – Teach children about joining different materials using different glues and tape.</p>	<p>Creative Teach point – Teach about different tools that can be used to help shape and manipulate objects – for example can the children create a boat (add boxes to area)</p> <p>Outside Can the children create different types of vehicles</p>	<p>Creative Teach Point – Teach about colour mixing – talk about and discuss the colour mixing sentence display, what colour would they like to paint their creation? How can they make a colour? (teach about selecting paint and pouring correctly)</p> <p>Outside Use the boat for pretend play focus on the quiet children, model and comment on what the other children are doing alongside them.</p>	<p>Creative Teach Point- Encourage children to work together to create a shared object / goal Can they create a vehicle and make it move? (Provide long straws and bottle tops for wheels etc)</p> <p>Outside Use the outdoor area to notice natural features, sounds shapes, smells.</p>	<p>Creative Teach point Indoors continue – with models and paint mixing</p> <p>Outside Can the children use the instruments and materials to create their own music – Can they add some dance moves and steps to the nursery rhymes they have learnt this term.</p>	<p>Creative Teach point Discuss and share what models or creations have been made, how can we improve them, what modifications could be made?</p> <p>Outside Share any songs and dances that the children have created.</p>
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