Medium Term Overview

Term: Spring 1 20232024

What adventures can we go on?

Class: Polkerris / Crooklets

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

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



	See curriculum book for planning	See curriculum book for planning	See curriculum book for planning	See curriculum book for planning	See curriculum book for planning	See curriculum book for planning
	guidance	guidance	guidance	guidance	guidance	guidance
	Daily routine	Daily routine	Daily routine	Daily routine	Daily routine	Daily routine
	songs. Days of the week	songs.	songs. Days of the week	songs. Days of the week	songs. Days of the week	songs. Days of the week
	Weather	Days of the week Weather	Weather	Weather	Weather	Weather
	Line up	Line up	Line up	Line up	Line up	Line up
	Carpet time	Carpet time	Carpet time	Carpet time	Carpet time	Carpet time
	Make a circle	Make a circle	Make a circle	Make a circle	Make a circle	Make a circle
	Nursery Rhymes -	Nursery Rhymes -	Nursery Rhymes -	Nursery Rhymes -	Nursery Rhymes -	Nursery Rhymes -
	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga
				John Burningham		John Burningham
	John Burningham Mr Gumpy's Outing	John Burningham Mr Gumpy's Outing	John Burningham Mr Gumpy's Outing	Mr Gumpy's Outing		Mr Gumpy's Outing
	- Pro-	2	229	NO TO AL	John Barningham Mr Gumpy's Outing	NO TO SA
	AN TO ALE	A Charles	No The She	A CARE	1/2 m	「「「「
Communication	「小」、読まして	大学の	東北市山		A state	
and Language		Whatever Next!		JULIA DOKALDSON - AKEL SCHEFFLER	and the second second	Quentin Blake
		Jill Murphy	The Train Ride	GRUFFALO	From extransional hastaclier OLIVER JEFFERS	MRS ARMITAGE ON WHEELS
	Red Briddupt		I will king		5	Mary all
	awa	. 🛯 🦳		CARA I		The second se
		Maria Man				A CZ
	A Progenitier A Progenitier		June Crebbin and Stephen Lambert		LOST and FOUND	
		Circle time and COOL time		Circle time and		
	Circle time and		Circle time and COOL time	COOL time	Circle time and	
	COOL time		COOLIIME		COOL time	Circle time and
	Charanga	Charanga weekly	Charanga weekly	Charanga weekly		COOL time
	weekly Nursery	Nursery Rhyme –	Nursery Rhyme –	Nursery Rhyme –	Charanga weekly	Charanga weekly
	Rhyme – Wind	Wind the Bobbin	Wind The Bobbin	Wind The Bobbin Up, Rock-A-Bye	Nursery Rhyme – Wind The Bobbin	Nursery Rhyme –
	the Bobbin up	up and Rock a Bye Baby	Up, Rock-A-Bye	Baby, Five Little	Up, Rock-A-Bye	Wind The Bobbin
			Baby, Five Little Monkeys	Monkeys, Twinkle,	Baby, Five Little	Up, Rock-A-Bye
			IVIONKEYS	Twinkle, Little Star	Monkeys, Twinkle,	Baby, Five Little
					Twinkle, Little Star	Monkeys, Twinkle,
						Twinkle, Little Star

New Vocab from	New Vocab from	New Vocab from	New Vocab from	New Vocab from	New Vocab from
Key text and	Key text and	Key text and	Key text and	Key text and	Key text and
recommended	recommended	recommended	recommended	recommended	recommended
reads.	reads.	reads.	reads.	reads.	reads.
Reading	Reading	Reading	Reading	Reading	Reading
frequently to	frequently to	frequently to	frequently to	frequently to	frequently to
children, and	children, and	children, and	children, and	children, and	children, and
engaging them	engaging them	engaging them	engaging them	engaging them	engaging them
actively in stories,	actively in stories,	actively in stories,	actively in stories,	actively in stories,	actively in stories,
non-fiction,	non-fiction,	non-fiction,	non-fiction,	non-fiction,	non-fiction,
rhymes and	rhymes and	rhymes and	rhymes and	rhymes and	rhymes and
poems, and then	poems, and then	poems, and then	poems, and then	poems, and then	poems, and then
providing them	providing them	providing them	providing them	providing them	providing them
with extensive	with extensive	with extensive	with extensive	with extensive	with extensive
opportunities to	opportunities to	opportunities to	opportunities to	opportunities to	opportunities to
use and embed	use and embed	use and embed	use and embed	use and embed	use and embed
new words in a	new words in a	new words in a	new words in a	new words in a	new words in a
range of	range of contexts,				
contexts, will give	will give children				
children the	the opportunity to				
opportunity to	thrive.	thrive.	thrive.	thrive.	thrive.
thrive.					
	Quality	Quality	Ou with a	Quality	Quality
Quality	Quality conversations with				
Quality					
conversations	adults and peers				
with adults and	in back and fourth				
peers in back	conversation.	conversation.	conversation.	conversation.	conversation.
and fourth	Commenting on				
conversation.	what children are				
Commenting on	interested in or				
what children are	doing, and				
interested in or	echoing back				
doing, and	what they say				
echoing back	with new				
what they say	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary
with new	added,	added,	added,	added,	added,
vocabulary	practitioners will				
added,	build children's				
practitioners will					

	build children's language effectively.	language effectively.	language effectively.	language effectively.	language effectively.	language effectively.
	N/A CP activities	Ball Skills – FeetThe focus oflearning is toexplore differentways of using ourfeet to move witha ball.Pupils will explorewhat happenswhen they kick aball using differentparts of their feet.Pupils will begin tounderstand howwe control a ball.	Ball Skills - Feet The focus of learning is to develop using our feet to move with a ball. Pupils will learn the meaning of the word control and start to understand why it is important to keep the ball close to them.	Ball Skills – Feet The focus of learning is to develop dribbling using our feet to move with a ball. Pupils will develop their technique of dribbling the ball and understand why this is the most effective way to dribble, keeping control.	Ball Skills – Feet The focus of learning is to teach pupils to understand where to dribble and why. Pupils will continue to develop their technique of dribbling the ball.	Ball Skills – Feet The focus of learning is to continue to explore moving with a ball. Pupils will continue to develop dribbling skills and their understanding of dribbling a ball.
		Gymnastics – Moving The focus of the learning is to introduce 'champion gymnastics' by moving and making shapes using different body parts.	Gymnastics – Moving The focus of the learning is to introduce 'champion gymnastics' by moving in different directions.	Gymnastics – Moving The focus of the learning is to apply 'champion gymnastics' exploring how to move using big and small movements using the apparatus.	Gymnastics – Moving The focus of the learning is to apply 'champion gymnastics' exploring movements in a pair on the floor and on apparatus.	Gymnastics – Moving The focus of the learning is to apply 'champion gymnastics' exploring shapes in pairs on the floor and on apparatus.
Fine Motor Skills				ttening dough, ng with minimal supp		

	1					
		Inc		ps and buttons on co	pats.	
				d number formation,		
			-	mes / independent c		
	favourite stories,	Understand that :	Understand that	Understand that :	Understand the	Understand that :
	rhymes, songs,	We read from left	print has	We read from left	names of different	We read from left
	poems or jingles	to right and top to	meaning. Ensure	to right and top to	parts of a book.	to right and top to
		bottom	a wide variety of	bottom	When sharing	bottom
	Read four books		fact and fiction		stories, adults	
	a day	Read four books a	books are	Read four books a	should model	Read four books a
	Weekly book	day	introduced to the	day	labelling parts e.g.	day
	before writing /	Weekly book	children.	Weekly book	lets look at the	Weekly book
	CP input.	before writing /		before writing /	front cover, lets	before writing /
Literacy	Maths linked story	CP input.	Read four books a	CP input.	read the blurb.	CP input.
Liferacy	book before	Maths linked story	day	Maths linked story		Maths linked story
Reading /	maths activities.	book before	Weekly book	book before	Read four books a	book before
understanding	Topic book	maths activities.	before writing /	maths activities.	day	maths activities.
onderstanding	before Lunch	Topic book before	CP input.	Topic book before	Weekly book	Topic book before
	Poem a day and	Lunch	Maths linked story	Lunch	before writing /	Lunch
	story before	Poem a day and	book before	Poem a day and	CP input.	Poem a day and
	going home.	story before	maths activities.	story before	Maths linked story	story before
		going home.		going home.	book before	going home.
		We Thinkers story	Topic book before	We Thinkers story	maths activities.	We Thinkers story
		once per week.	Lunch	once per week.	Topic book before	once per week.
			Poem a day and		Lunch	
			story before		Poem a day and	
			going home.		story before	
			We Thinkers story		going home.	
			once per week.		We Thinkers story	
					once per week.	
	Re-cap previous	Week 1	Week 2	Week 3	Week 4	Week 5 •
	taught sounds	ai ee igh oa	oo oo ar or	ur ow oi ear	air er	Longer words
	and tricky words	CVC / matched	Tricky words –was	Tricky words -my	words with double	are sure pure
	(Thurs/Fri)	ability books 3 x	you they	by all	letters: dd mm tt	
Literacy	CVC / matched	group reads per week X 3 stories per			bb rr gg pp ff	Assessment
Phonics	ability books 3 x	day including non-		CVC / matched	Tricky words –are	GPCs
	group reads per	fiction	CVC / matched	ability books 3 x	sure pure	Prononciation
	week X 3 stories		ability books 3 x	group reads per	CVC / matched	CVC / matched
	per day including		group reads per	week X 3 stories	ability books 3 x	ability books 3 x
	non-fiction	GPCs	week X 3 stories	per day including	group reads per	group reads per
		Pronunciation		non-fiction	week X 3 stories	week X 3 stories

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

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

		find out, I wonder what/if/when/why	find out, I wonder what/if/when/why			
		RE Why is the word God so important to Christians? Read/ make the creation story. What do the children know? Remind the children that Christians believe God is a creator and created the world.	RE Why is the word God so important to Christians? 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.	RE Why is the word God so important to Christians? 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.	RE Why is the word God so important to Christians?. 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.	RE Why is the word God so important to Christians? 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!
Expressive Arts and Design	Music -Charanga Everyone! 1. Listen and Respond - We Are Family	Music - Charanga Everyone! 1. Listen and Respond • Listen and	Music - Charanga Everyone! 1. Listen and Respond • Listen and	Music - Charanga Everyone! 1. Listen and Respond • Listen and	Music - Charanga Everyone! 1. Listen and Respond • Listen and	Music - Charanga Everyone! 1. Listen and Respond • Listen and
	by Sister Sledge: Play the song. Have fun	Respond - Thula Baba - a South African Iullaby:	Respond - ABC by The Jackson 5: Play the song. Have fun	Respond - My Mum Is Amazing by Zain Bhikha:	Respond - Conga by Miami Sound Machine: Play the song. Have fun	Respond - Mozart's Horn Concerto no 4 -

	Discutto	0.5	Discutto		Develop DI II
2. Explore and	Play the song.	2. Explore and	Play the song.	2. Explore and	Rondo: Play the
Create Using	Have fun	Create Using	Have fun	Create Using	song. Have fun
Voices and	2. Explore and	Voices and	2. Explore and	Voices and	2. Explore and
Instruments	Create Using	Instruments	Create Using	Instruments	Create Using
(Musical	Voices and	(Musical Activities)	Voices and	(Musical Activities)	Voices and
Activities)	Instruments	Options (Build on	Instruments	Options (Build on	Instruments
Options (Build on	(Musical Activities)	previous learning):	(Musical Activities)	previous learning):	(Musical Activities)
previous	Options (Build on	a. Using games	Options (Build on	a. Using games	Options (Build on
learning):	previous learning):	track of your	previous learning):	track of your	previous learning):
a. Using the WInd	a. Using a games	choice,	a. Using games	choice,	a. Using games
The Bobbin Up, If	track of your	3. Sing and Play	track of your	3. Sing and Play	track of your
you're Happy	choice,	(Musical Activities)	choice,	(Musical Activities)	choice,
And You Know It	3. Sing and Play	 Learn to Sing 	3. Sing and Play	 Learn to Sing 	3. Sing and Play
games track,	(Musical Activities)	and sometimes	(Musical Activities)	and sometimes	(Musical Activities)
3. Sing and Play	 Learn to Sing 	play with the	 Learn to Sing 	play with the	 Learn to Sing
(Musical	and sometimes	Song/s:	and sometimes	Song/s:	and sometimes
Activities)	play with the	• a. Listen to, then	play with the	 a. Listen to, then 	play with the
 Learn to Sing 	Song/s:	learn to sing WInd	Song/s:	learn to sing WInd	Song/s:
and sometimes	• a. Listen to, then	The Bobbin Up,	• a. Listen to, then	The Bobbin Up,	• a. Listen to, then
play with the	learn to sing WInd	Rock-A-Bye Baby,	learn to sing WInd	Rock-A-Bye Baby,	learn to sing WInd
Song/s:	The Bobbin Up,	Five Little	The Bobbin Up,	Five Little	The Bobbin Up,
• a. Listen to,	Rock-A-Bye Baby	Monkeys	Rock-A-Bye Baby,	Monkeys, Twinkle,	Rock-A-Bye Baby,
then learn to sing	 b. Listen to sing 	 b. Listen to sing 	Five Little	Twinkle, Little Star	Five Little
WInd The Bobbin	along with and	along with and	Monkeys, Twinkle,	 b. Listen to sing 	Monkeys, Twinkle,
Up	play the action	play the action	Twinkle, Little Star	along with and	Twinkle, Little Star
• b. Listen to sing	song If You're	song If You're	 b. Listen to sing 	play the action	 b. Listen to sing
along with and	Happy And You	Happy And You	along with and	song If You're	along with and
play the action	Know It	Know It	play the action	Happy And You	play the action
song If You're	4. Share and	4. Share and	song If You're	Know	song If You're
Happy And You	Perform	Perform	Happy And You	It/Head,	Happy And You
Know I	 Share and 	 Share and 	Know	Shoulders, Knees	Know
4. Share and	perhaps perform	perhaps perform	It/Head,	and Toes 4. Share	It/Head,
Perform	what has taken	what has taken	Shoulders, Knees	and Perform	Shoulders, Knees
Share and	place in today's	place in today's	and Toes 4. Share	 Share and 	and Toes 4. Share
perhaps perform	lesson	lesson	and Perform	perhaps perform	and Perform
what has taken			 Share and 	what has taken	 Share and
place in today's			perhaps perform	place in today's	perhaps perform
lesson.			what has taken	lesson.	what has taken
			place in today's		place in today's
			lesson.		lesson.

Creative	Creative	Creative	Creative	Creative	Creative
Teach point –	Teach point –	Teach Point –	Teach Point-	Teach point	Teach point
Teach children	Teach about			-	Discuss and share
		Teach about	Encourage	Indoors continue –	
about joining	different tools that	colour mixing –	children to work	with models and	what models or
different	can be used to	talk about and	together to	paint mixing	creations have
materials using	help shape and	discuss the colour	create a shared	Outside	been made, how
different glues	manipulate	mixing sentence	object / goal	Can the children	can we improve
and tape.	objects – for	display, what	Can they create	use the	them, what
	example can the	colour would they	a vehicle and	instruments and	modifications
	children create a	like to paint their	make it move?	materials to	could be made?
	boat (add boxes	creation? How	(Provide long	create their own	Outside
	to area)	can they make a	straws and bottle	music – Can they	Share any songs
		colour? (teach	tops for wheels	add some dance	and dances that
	Outside	about selecting	etc)	moves and steps	the children have
	Can the children	paint and pouring	Outside	to the nursery	created.
	create different	correctly)	Use the outdoor	rhymes they have	
	types of vehicles		area to notice	learnt this term.	
		Outside	natural features,		
		Use the boat for	sounds shapes,		
		pretend play	smells.		
		focus on the quiet			
		children, model			
		and comment on			
		what the other			
		children are doing			
		alongside them.			