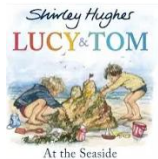
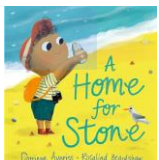
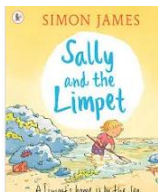
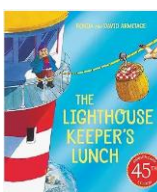
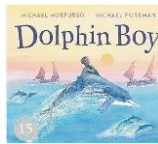
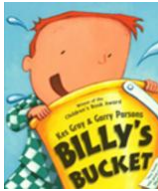
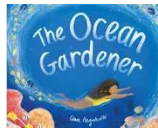


Medium Term Overview

Term: Summer 2 2024 /2025

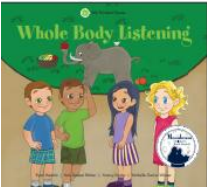
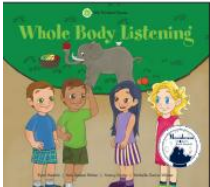
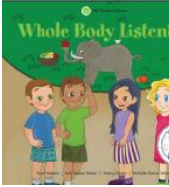
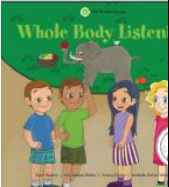
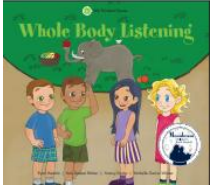
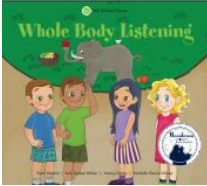
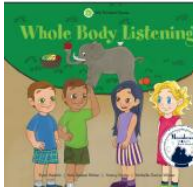
Oh I do like to be beside the seaside





Class: Polkerris

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Communication and Interaction 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	<p>Oh I do like to be beside 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 appropriate) key events in stories.</p> <p>Use and understand</p>	<p>Oh I do like to be beside 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 appropriate) key events in stories.</p>	<p>Oh I do like to be beside 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</p>	<p>Oh I do like to be beside 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</p>	<p>Oh I do like to be beside 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 appropriate) key events in stories.</p> <p>Use and understand</p>	<p>Oh I do like to be beside 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 appropriate) key events in stories.</p> <p>Use and understand</p>	<p>Oh I do like to be beside 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>

focusing on Wellcomm targets in weekly planning.	recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Engage in story times Circle time Topic books CP - vocab Triangles	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Engage in story times Circle time Topic books CP - vocab Triangles	vocabulary . ·Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Engage in story times Circle time Topic books CP - vocab Triangles	vocabulary . ·Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Engage in story times Circle time Topic books CP - vocab Triangles	recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Engage in story times Circle time Topic books CP - vocab Triangles	recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Engage in story times Circle time Topic books CP - vocab Triangles	<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>
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							Engage in story times Circle time Topic books CP - vocab Triangles
Wellcomm	Section 9.6 Understanding periods of time	Section 9.7 Remembering more and more information	Section 9.8 Understanding category names and explaining the difference between things in the same category / finding the odd one out	Section 9.9 Making inferences using idioms	Section 9.10 Talking about things that will happen (future tense)	Section 9a Supporting language understanding and use by visual prompts	Section 9b Describing what might happen next
Personal, Social and Emotional Development Through adult modelling and guidance, children will learn how to look after their	SCARF Being My Best Healthy Living Bouncing Back when things go wrong. Pupils will learn the importance of bouncing back when things go wrong. Pupils will learn what is healthy and unhealthy for our bodies.	SCARF Being My Best Healthy Living Yes I can Pupils will learn about how to be positive and think about what they can do. My healthy mind (coramlifeeducation.org.uk)	SCARF Being My Best Healthy Living Healthy Eating Pupils will think about healthy and unhealthy foods.	SCAR Being My Best Healthy Living My Healthy Mind Pupils will think about what it means to be healthy	SCARF Being My Best Move Your Body Pupils will think about why it is important to move our bodies. Move your body (coramlifeeducation.org.uk) We Thinkers	SCARF Being My Best Healthy Living A good nights sleep Pupils will think about why it is important to get a good nights sleep. A good night's sleep (coramlifeeducation.org.uk) We Thinkers	SCARF Being My Best Healthy Living Pupils will reflect on the important things we need to do to keep ourselves healthy. We Thinkers

bodies, including healthy eating, and managing personal needs Independently.	<p>Healthy eating (coramlifeeducation.org.uk)</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 story and how we listen with our ears but we also listen with other body parts too.</p> 	<p>We Thinkers Whole Body Listening</p> <p>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>We Thinkers Whole Body Listening</p> <p>See curriculum book for planning guidance Activity 1 - Listen with all of you Music activity Act out the lyrics</p> 	<p>We Thinkers Whole body listening</p> <p>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>Whole Body Listening</p> <p>See curriculum book for planning guidance Activity 3- Zoo adventure / Acting out the story, children to visit each animal and then listen with their body</p> 	<p>Whole Body listening</p> <p>See curriculum book for planning guidance Dramatic Play – going to the zoo use Social thinking concept and vocab Set up Play Clean up</p> 	<p>Whole Body Listening</p> <p>Read the whole story and question if children can show listening with their whole body.</p> 
Communication and Language	<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</p>	<p>I can learn and recite, poems and songs: I can listen to, engage</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</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>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>Topic book & vocab Focus triangle</p>  <p>Weekly book</p>	<p>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</p> <p>Morning meet and greet Daily routine songs. Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charang</p>	<p>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</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>Topic book & vocab Focus triangle</p>  <p>Weekly book</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>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>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 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</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 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</p>	<p>Termly topic book & vocab Focus triangle</p>  <p>Weekly book</p>  <p>Circle time and COOL time</p> <p>Charanga, 'Reflect and Rewind' ' weekly Nursery Rhyme –</p>	<p>Nursery Rhymes - Charanga</p> <p>Termly topic book & vocab Focus triangle</p>  <p>Weekly book</p>  <p>Circle time and COOL time</p> <p>Charanga, 'Reflect and Rewind' weekly Nursery</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 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</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. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to</p>	  <p>I can learn and recite, poems and songs: 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</p>
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	<p>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 language effectively.</p>	<p>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 language effectively.</p>	<p>Twinkle Twinkle Little Star</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</p>	<p>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-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</p>	<p>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 language effectively.</p>	<p>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 language effectively.</p>	<p>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 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-</p>
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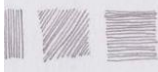
			<p>opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.</p>	<p>opportunity to 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 language effectively.</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</p>
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							children's language effectively.
<p>Physical Development</p> <p>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.</p> <p>The focus of the learning is to explore different ways of throwing a beanbag.</p> <p>Sports day activities / practise</p> <p>The focus of learning is to explore different events held on sports day</p> <p>Rules /introduction to 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,</p>	<p>Ball skills Hands 2</p> <p>The focus of learning is to explore throwing (underarm) a beanbag.</p> <p>Sports day activities / practise</p> <p>The focus of learning is to explore different events held on sports day</p> <p>Rules</p> <p>Compete in groups in the 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</p>	<p>Sports day activities / practise</p> <p>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</p> <p>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.</p> <p>The focus of learning is to explore throwing (overarm) a beanbag.</p> <p>Pupils will start to</p>	<p>Ball Skills Hands 2</p> <p>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 important and good for us.</p>	<p>Ball Skills Hands 2</p> <p>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 about keeping our bodies healthy and how to keep fit and healthy, why is exercise important and good for us.</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>

	why is exercise important and good for us.	fit and healthy, why is exercise important and good for us.		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.			
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 Holding a pencil effectively, developing writing fluency, showing some accuracy and care when drawing and mark making.						



<p>Literacy</p> <p>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>Poem a day before Lunch</p> <p>Topic / book vote 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>Poem a day before Lunch</p> <p>Topic / book vote 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>Poem a day before Lunch</p> <p>Topic / book vote 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>Poem a day before Lunch</p> <p>Topic / book vote 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>Poem a day before Lunch</p> <p>Topic / book vote 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>Poem a day before Lunch</p> <p>Topic / book vote 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>Poem a day before Lunch</p> <p>Topic / book vote and story before going home.</p> <p>We Thinkers story once per week.</p>
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			going home We Thinkers story once per week.				
Literacy Phonics	<p>Week1 long vowel sounds CVCC CCVC</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>Week 2 long vowel sounds CCVC CCCVC CCV CCVCC</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>Week 3 Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words</p> <p>Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling CVC / matched ability books 3 x group</p>	<p>Week 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/</p> <p>Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling CVC / matched ability books 3 x group reads per week</p>	<p>Week 5 Phase 4 words ending in: –s /s/, –s /z/, –es longer words</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>Week 6 Assessment GPCs Pronunciation</p> <p>CVC / matched ability books 3 x group reads per week</p>	<p>Week 7 Re-cap any gaps in learning based off assessment</p>

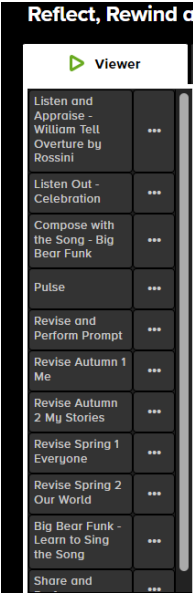
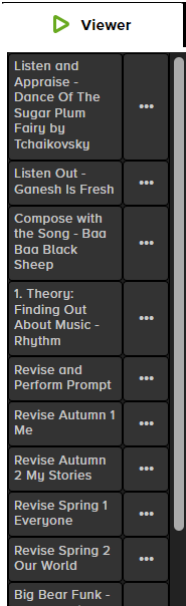
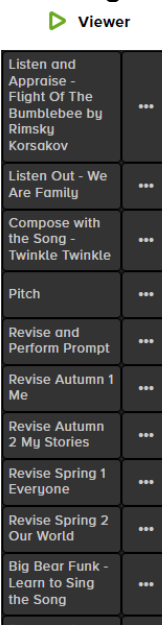

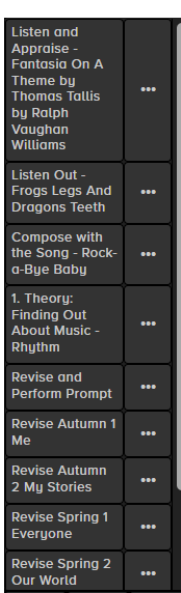

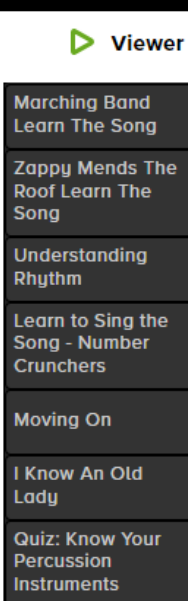
			reads per week				
Literacy Writing	<p>still life drawing, labelling, naming, Daily letter formation Name writing</p> <p>Finger fit CVC words and two / three word sentences. 4 x per week</p> <p>Pen Disco Small Triangles Felt tips A4 paper Seven Nation Army by the White Stripes</p>	<p>still life drawing, 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 Small squares Coloured pencils Roar by Katie Perry</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 Spirals in boxes (12) Colour pens, A4 paper at tables (different colour each week) Waka Waka by Shakira</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 Zig Zags in boxes (12) Wax crayons different directions Yellow Submarine by the Beatles.</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 Diagonal in boxes (12) Chalk pens or felt tips Old Town Road by Lil Nas</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 Hatching  Boxes 12 Enter Sand Man by Metallica</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  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</p> <p>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</p> <p>What's at the seaside?</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>Talk about children's favourite beaches in the area, what</p>	<p>Circle time and COOL time</p> <p>What's at the seaside?</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>What can you see at the beach?</p> <p>Talk about what you can see at the</p>	<p>Circle time and COOL time</p> <p>What's at the seaside?</p> <p>Geography Links Beaches in the local area, what can we see at the beach. Understanding changes in the</p>	<p>Circle time and COOL time</p> <p>What's at the seaside?</p> <p>Geography Links Beaches in the local area, what can we see at the beach. Understanding changes in the</p>	<p>Circle time and COOL time</p> <p>What's at the seaside?</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>Talk about the difference between Polkerris</p>	<p>Circle time and COOL time</p> <p>What's at the seaside?</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>science Links</p>	<p>Circle time and COOL time</p> <p>What's at the seaside?</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>Science</p>

	<p>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 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</p>	<p>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 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</p>	<p>environme nt 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</p>	<p>environme nt 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</p>	<p>and Crooklets beach in Bude.</p> <p>science</p> <p>Talk about what animals need to survive at the beach. Animal habitats what animals live around the beach and ocean?</p> <p>History links Discuss what we wear at the beach now and what people wore 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>Talk about clever camouflage at the beach, what animals use camouflage to survive? Animal habitats what animals live around the beach and ocean?</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 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</p>	<p>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> <p>Pupils will develop an understanding of which</p>
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	<p>their own opinion of which stories they like and their justification for it.</p> <p>Week 1 – look at stories in the Bible which children do know.</p>	<p>of which stories they like and their justification for it.</p> <p>Week 2 - Create Arks</p> 	<p>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</p>	<p>beaches have changed – introduction of 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</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 - Re-cap on the story of Zacchaeus, introduce the story of Hanukkah and what the Hanukkah story teaches Jews about standing up for what is right.</p> <p>Pupils can then create their own Menorah's.</p> 	<p>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 6 - Re-cap 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>	<p>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>stories they like and their justification for it.</p> <p>Week 3 - Re- cap on the previous story and think about how Noah was kind saving all the creatures. Read the story Zacchaeus and consider how at first he was unkind but changed his ways. Pupils can then create Zacchaeus trees</p> 	<p>stories they like and their justification for it.</p> <p>Week 4 - Re-cap on the story of Zacchaeus and how he was unkind but then changed his ways. Read the story of the ten leppers 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>			
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				Children can then create hand pictures showing the one thankful person.			
Expressive Arts and Design	Music -Charanga 	Music - Charanga 	Music - Charanga 	Music - Charanga 	Music - Charanga 	Music - Charanga 	Pick and Mix 
	Creative Teach point Following instruction / cutting	Creative Teach point Explore function within artistic design	Creative Teach Point Manipulating materials accurately	Creative Teach Point- Creating a simple pattern /	Creative Teach point Working with watercolour / Exploring technique	Creative Teach point Continue water colour pictures Building on water colours adding	

	<p>independently & accurately</p> <p>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.</p> <p>Pupils to use EE resources during COOL time to create their own creations.</p>	 <p>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.</p> <p>Pupils to use EE resources during COOL time to create their own creations.</p>	 <p>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.</p> <p>Pupils to use EE resources during COOL time to create their own creations.</p>	<p>attaching materials</p> <p>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.</p> <p>Pupils to use EE resources during COOL time to create their own creations.</p>	<p>Background only</p>  <p>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.</p> <p>Pupils to use EE resources during COOL time to create their own creations.</p>	<p>faces and masks exploring technique and cutting accurately</p>  <p>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.</p> <p>Pupils to use EE resources during COOL time to create their own creations.</p>	
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