
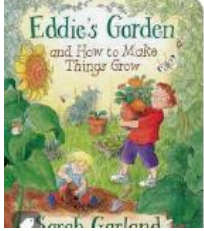






Medium Term Overview

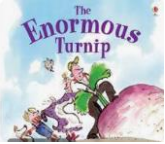
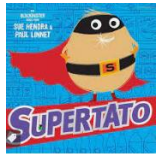
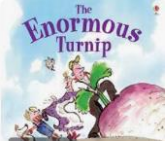

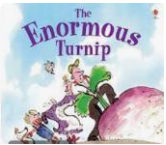

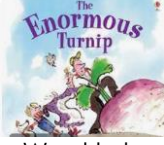
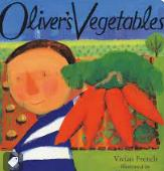
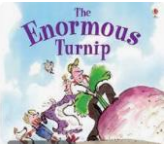
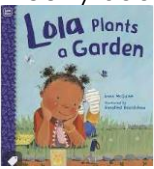
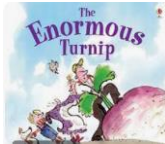
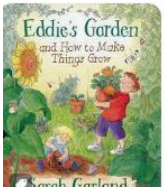
Term: Summer 1 2023/2024

Are you ready to grow?

Class: Polkerris / Crooklets

| | Week 1 15/04/24 | Week 2 22/04/24 | Week 3 29/04/24 | Week 4 6/05/24 | Week 5 13/05/24 | Week 6 20/05/24 |
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| <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>Are you ready to grow?</p>   <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently</p> | <p>Are you ready to grow?</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>Are you ready to grow?</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>Are you ready to grow?</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>Are you ready to grow?</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>Are you ready to grow?</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> |

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| | <p>introduced vocabulary.</p> <p>·Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Engage in story times Circle time Topic books CP - vocab Triangles</p> | <p>·Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Engage in story times Circle time Topic books CP - vocab Triangles</p> | <p>·Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Engage in story times Circle time Topic books CP - vocab Triangles</p> | <p>·Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Engage in story times Circle time Topic books CP - vocab Triangles</p> | <p>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</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. Engage in story times Circle time Topic books CP - vocab Triangles</p> |
| <p>Personal, Social and Emotional Development</p> <p>Through adult modelling and guidance, children will learn how to look after their bodies, including healthy</p> | <p>SCARF Being my best</p>  <p>Bouncing back when things go wrong</p> | <p>SCARF Being my best</p>  <p>Yes I can</p> | <p>SCARF Being my best</p>  <p>Healthy Eating</p> | <p>SCARF Being my best</p> <p>My Healthy Mind</p> | <p>SCARF Being my best</p>  <p>Move your body</p> | <p>SCARF Being my best</p> <p>A good nights sleep</p> |

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| | <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</p>  <p>Weekly book</p>  <p>Circle time and COOL time</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</p>  <p>Weekly book</p>  <p>Circle time and COOL time</p> <p>Charanga. 'Our World' weekly Nursery Rhyme –</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</p>  <p>Weekly book</p>  <p>Circle time and COOL time</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</p>  <p>Weekly book</p>  <p>Circle time and COOL time</p> <p>Charanga, 'Our World' weekly</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</p>  <p>Weekly book</p>  <p>Circle time and COOL time</p> <p>Charanga, 'Our world' weekly</p> | <p>Engage in story times Circle time Topic books CP - vocab Triangles Morning meet and greet Daily routine songs. Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charanga</p> <p>Termly topic book</p>  <p>Weekly book</p>  <p>Circle time and COOL time</p> |
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| | <p>Charanga, 'Our World' – weekly Nursery Rhyme – Things for fingers</p> <p>New Vocab from Key text and recommended reads. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are interested in or doing, and echoing back</p> | <p>Hickory Dickory Dock New Vocab from Key text and recommended reads. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are interested in or doing, and echoing back</p> | <p>Charanga, 'Our world' weekly Nursery Rhyme – 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 opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on</p> | <p>Nursery Rhyme – Five Little Monkeys</p> <p>New Vocab from Key text and recommended reads. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Quality conversations with adults and peers in back and forth conversation. Commenting on what children are interested in or doing, and echoing back what they say</p> | <p>Nursery Rhyme – 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 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</p> | <p>Charanga weekly Nursery Rhyme – Row Row Row your boat 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</p> |
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| | what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. | what they say with new vocabulary added, practitioners will build children's language effectively. | what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. | with new vocabulary added, practitioners will build children's language effectively. | added, practitioners will build children's language effectively. | 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. |
| Physical Development | <p>Locomotion – Jumping The focus of learning is to explore jumping in a variety of ways.</p> <p>Pupils will explore jumping, in different directions, at different speeds and different levels.</p> <p>Gymnastics The focus of learning is to introduce, 'champion gymnastics' by moving in a high</p> | <p>Locomotion – Jumping The focus of learning is for pupils to begin to jump efficiently.</p> <p>Pupils will explore how and why we jump, using our head, arms and feet, applying the basic jumping technique.</p> <p>Gymnastics The focus of learning is to apply, 'champion gymnastics' by</p> | <p>Locomotion – Jumping The focus of learning is for pupils to develop their jumping technique applying it into a game.</p> <p>Gymnastics The focus of learning is to apply, 'champion gymnastics' while exploring how to move safely using apparatus.</p> | <p>Locomotion – Jumping The focus of learning is for pupils to explore jumping for distance.</p> <p>Gymnastics The focus of learning is to apply, 'champion gymnastics' to explore movements and shapes in high and low ways on the apparatus.</p> | <p>Locomotion – Jumping The focus of learning is for pupils to explore jumping for height. Who can jump and stay in their own space as they jump?</p> <p>Gymnastics The focus of learning is to apply, 'champion gymnastics' to explore movements and shapes in high, low, over and under</p> | <p>Locomotion – Jumping The focus of learning is to explore hopping in a variety of ways; in different directions, at different speeds and different levels.</p> <p>Gymnastics The focus of learning is to apply, 'champion gymnastics,' to explore movements and shapes in high, low, over and</p> |

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| | way and explore making high shapes. | moving in a low way and explore making low shapes. | | | ways on the apparatus. | under ways on the apparatus. Pupils will self select where to work, exploring what movements and shapes to make and starting to identify features of other pupils work when questioned. |
| Fine Motor Skills | <p>Rolling and flattening dough, / undressing and dressing with minimal support, Mark making, Paint brushes, Modelling dough creating more intricate designs, Independently doing zips and buttons on coats. Accurate letter and number formation, Accurate use of cutlery at lunchtimes / independent cutting of food Holding a pencil effectively, developing writing fluency, showing some accuracy and care when drawing and mark making.</p> | | | | | |
| Literacy Reading / understanding | <p>favourite stories, rhymes, songs, poems or jingles</p> <p>Read four books a day Weekly book before writing / CP input. Maths linked story book before maths activities. Topic book before Lunch</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. Maths linked story book before maths activities. Topic book before Lunch</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>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. Maths linked story book before maths activities. Topic book before Lunch</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>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. Maths linked story book before maths activities. Topic book before Lunch</p> |

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| | Poem a day and story before going home. | Poem a day and story before going home. We Thinkers story once per week. | Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week. | Poem a day and story before going home. We Thinkers story once per week. | Maths linked story book before maths activities. Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week. | Poem a day and story before going home. We Thinkers story once per week. |
| Literacy Phonics | Week 1 Phase 4 CVCC words with short vowels Review Phase 2 digraphs and Phase 3 long vowel sounds* as needed, based on assessment Tricky words Said, so, have, like Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling | Week 2 CVCC, CCVC words Review Phase 2 digraphs and Phase 3 long vowel sounds* as needed, based on assessment Tricky words Some, come, love, do Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling | Week 3 CCVCC, CCCVC, CCCVCC Review Phase 2 digraphs and Phase 3 long vowel sounds* as needed, based on assessment Tricky words Were, here, little, says Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling | Week 4 Phase 4 longer words Compound Words Review Phase 2 digraphs and Phase 3 long vowel sounds* as needed, based on assessment Tricky words There, then, what, one Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling | Week 5 Words ending -ing -ed /t/ -ed /id/ /ed/ est Review Phase 2 digraphs and Phase 3 long vowel sounds* as needed, based on assessment Tricky words Out, today Review phase 2/ 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence Spelling | Week 6 Assessment GPCs Pronunciation CVC / matched ability books 3 x group reads per week |

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| | CVC / matched ability books 3 x group reads per week | CVC / matched ability books 3 x group reads per week | CVC / matched ability books 3 x group reads per week | CVC / matched ability books 3 x group reads per week | CVC / matched ability books 3 x group reads per week | |
| Literacy Writing | <p>Seed 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 Mountains in boxes x 6 Felt tips Music - Cinderella Prokofiev</p> | <p>Seedling 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 Circles in boxes x 6 Coloured pencils Bad habits by Ed Sheeran</p> | <p>Seeding 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 Lines (portrait/landscape in boxes) (6) Colour pens, A4 paper at tables (different colour each week) Keep on Movin By Five</p> | <p>plant 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 Keep on Movin By Five Chalk pens, A4 paper at tables (different colour each week) Dancing Queen by Abba</p> | <p>Flower 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 Loop in boxes (6) Felt Tips, A4 paper at tables (different colour each week) Hey Tiger by Robbie Williams</p> | <p>vegetable 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 Small Triangles Felt Tips, A4 paper at tables (different colour each week) Seven Nation Army by The White Stripes</p> |
| Maths | WRM To 20 and beyond | WRM To 20 and beyond | WRM How many now? Step 1 Add more | WRM Manipulate compose and decompose | WRM Manipulate compose and decompose | WRM Sharing and Grouping |

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| | <p>Step 1 Build numbers beyond 10 (10 -13) Rhyme Sesame Street's Pinball Number Count Book Anno's counting book</p> <p>Step 2 Continue patterns beyond 10 (10-13) Rhyme Sesame Street's Pinball Number Book Ten ways to eat a fly</p> <p>Step 3 Build numbers beyond 10 (14-20) Books The Real Princess by Brenda Williams <ul style="list-style-type: none"> • One Moose, Twenty Mice by Claire Beaton </p> | <p>Step 4 Continue patterns beyond 10 (14-20) Books 20 Big Trucks in the Middle of the Street by Mark Lee <ul style="list-style-type: none"> • Jack the Builder by Stuart J. Murphy </p> <p>Step 5 Verbal counting beyond 20 Rymes <ul style="list-style-type: none"> • Catch, Catch, Catch a Fish Books Monster Math by Anne Miranda</p> <p>Step 6 Verbal counting patterns Book 1 is One by Tasha Tudo</p> | <p>Step 2 How many did I add? Step 3 Take away Step 4 How many did I take away</p> <p>Key Books Mouse Count by Ellen Stoll Walsh <ul style="list-style-type: none"> • One Ted Falls out of Bed by Julia Donaldson • My Granny Went to Market by Stella Blackstone • Mr Gumpy's Outing by John Burningham • Splash! by Ann Jonas • Tad by Benji Davies • The Shopping Basket by John Burningham </p> | <p>Step 1 Select shapes for a purpose Step 2 Rotate shapes Step 3 Manipulate shapes Step 4 Explain shape arrangements Step 5 Compose shapes</p> <p>Key Books Key books <ul style="list-style-type: none"> • Big Box of Shapes by Wiley Blevins • Which One Doesn't Belong? by Christopher Danielson • Mr Gumpy's Motor Car by John Burningham • Tangram Cat by Maranke Rinck and Martijn van der Linden • Three Pigs, One Wolf, and Seven Magic Shapes by Grace Maccarone • Mouse Shapes by Ellen Stoll Walsh • Pezzettino by Leo Lionni </p> | <p>Step 6 Decompose shapes Step 7 Copy 2-D shape pictures Step 8 Find 2-D shapes within 3-D shapes</p> | <p>Step 1 Explore sharing Step 2 Sharing Step 3 Explore grouping</p> |
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| | | | | <ul style="list-style-type: none"> • Jack and the Flumflum Tree by Julia Donaldson • Perfect Square by Michael Hall • Grandpa's Quilt by Betsy Franco • Color Zoo by Lois Ehlert • Cubes, Cones, Cylinders, & Spheres by Tana Hoban • Boxitects by Kim Smith | | |
| Understanding the World | <p>Circle time and COOL time</p> <p>Geography / science / History links Plants - Potatoes Are we ready to grow? What do we grow in this country? How is food grown now and how was it grown in the past, what are the differences.</p> <p>Texture of plants, seeds, plants for food, parts of a plant, what plants need to grow</p> | <p>Circle time and COOL time</p> <p>Geography / science / History links Plants - Sunflowers Are we ready to grow? What do we grow in this country? How is food grown now and how was it grown in the past, what are the differences.</p> <p>Texture of plants, seeds, plants for food, parts of a</p> | <p>Circle time and COOL time</p> <p>Geography / science /History links Plants - Beans Are we ready to grow? What do we grow in this country? How is food grown now and how was it grown in the past, what are the differences.</p> <p>Texture of plants, seeds, plants for food, parts of a plant, what plants need to grow</p> | <p>Circle time and COOL time</p> <p>Geography / science /History links Plants - Carrots Are we ready to grow? What do we grow in this country? How is food grown now and how was it grown in the past, what are the differences. vocabulary such as: how, why, because, find out, I wonder what/if/when/why</p> | <p>Circle time and COOL time</p> <p>Geography / science /History links Plants - Flowers Are we ready to grow? What do we grow in this country? How is food grown now and how was it grown in the past, what are the differences. Texture of plants, seeds, plants for food, parts of a plant, what plants need to grow</p> | <p>Circle time and COOL time</p> <p>Geography / science /History links Are we ready to grow? What do we grow in this country? How is food grown now and how was it grown in the past, what are the differences. Texture of plants, seeds, plants for food, parts of a plant, what plants need to grow</p> |

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| | <p>Computing</p> <p>Let's go code I can follow instructions to walk a maze!</p> <p>RE</p> <p>Which places are special and why?</p> <p>Pupils will have a deep understanding of the Christian community, key events, words, and people as well as have some known knowledge that there are other faiths and beliefs.</p> <p>Week 1 – Talk about special places, ask parents to share pictures of special places on Tapestry. Pupils to draw a picture of</p> | <p>plant, what plants need to grow</p> <p>Computing</p> <p>Let's go code I can follow instructions to walk a maze!</p> <p>RE</p> <p>Which places are special and why?</p> <p>Pupils will have a deep understanding of the Christian community, key events, words, and people as well as have some known knowledge that there are other faiths and beliefs.</p> <p>Week 2 – Recognise that some religious people have places which have special meaning for</p> | <p>Computing</p> <p>Let's go code I can follow instructions to walk a maze!</p> <p>RE</p> <p>Which places are special and why?</p> <p>Pupils will have a deep understanding of the Christian community, key events, words, and people as well as have some known knowledge that there are other faiths and beliefs.</p> <p>Week 3 - Recap that a church is where Christians worship God. Show the children key features of a church: church, font, cross, candle, Bible Talk about what makes this a place of worship. Imagine what is</p> | <p>Texture of plants, seeds, plants for food, parts of a plant, what plants need to grow</p> <p>Computing</p> <p>Let's go code I can follow instructions to walk a maze!</p> <p>RE</p> <p>Which places are special and why?</p> <p>Pupils will have a deep understanding of the Christian community, key events, words, and people as well as have some known knowledge that there are other faiths and beliefs.</p> <p>Week 4 - Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. Introduce a mosque as a special place to muslims where</p> | <p>Computing</p> <p>, Let's go code I can follow instructions to walk a maze!</p> <p>Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why</p> <p>RE</p> <p>Which places are special and why?</p> <p>Pupils will have a deep understanding of the Christian community, key events, words, and people as well as have some known knowledge that there are other faiths and beliefs.</p> <p>Week 5 - Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God Synagogues. Introduce a synagogue as a special place to</p> | <p>Computing</p> <p>Let's go code I can follow instructions to walk a maze!</p> <p>Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why</p> <p>RE</p> <p>Which places are special and why?</p> <p>Pupils will have a deep understanding of the Christian community, key events, words, and people as well as have some known knowledge that there are other</p> |
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| Listen and Appraise - Big Bear Funk | ... |
| Games Track - Big Bear Funk | ... |
| Learn to Sing the Song - Big Bear Funk | ... |
| Learn the Action Song - Name Song | ... |
| Learn the Action Song - Things For Fingers | ... |
| Share and Perform - Big Bear Funk | ... |

Creative

Are you ready to grow?
Creating print designs, seed patterns, flowers, leaf rubbings, 3D creations.

Teach point

Following instruction cutting and designing / Joining materials



Viewer

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| Listen and Appraise - I Feel Good by James Brown | ... |
| Listen and Appraise - Big Bear Funk | ... |
| Games Track - Big Bear Funk | ... |
| Learn to Sing the Song - Big Bear Funk | ... |
| Learn to Sing the Song - Hickory Dickory | ... |
| Learn to Sing the Song - ABC Song | ... |
| Share and Perform - Big Bear Funk | ... |

Creative

Are you ready to grow?
Creating print designs, seed patterns, flowers, leaf rubbings, 3D creations.

Teach point

Use a variety of artistic effects to create a sunflower

Viewer

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| Listen and Appraise - Don't You Worry Bout A Thing by Incognito | ... |
| Listen and Appraise - Big Bear Funk | ... |
| Games Track - Big Bear Funk | ... |
| Learn to Sing the Song - Big Bear Funk | ... |
| Learn to Sing the Song - Twinkle, Twinkle, Little Star | ... |
| Learn to Sing the Song - Head, Shoulders, Knees And Toes | ... |
| Share and Perform - Big Bear Funk | ... |

Creative

Are you ready to grow?
Creating print designs, seed patterns, flowers, leaf rubbings, 3D creations.

Teach point

Still life drawing of a seedling (Bean), shadows, contrast (this could be repeated as their seedling grows)

| | |
|--|-----|
| Listen and Appraise - My Promise by Earth Wind & Fire | ... |
| Listen and Appraise - Big Bear Funk | ... |
| Games Track - Big Bear Funk | ... |
| Learn to Sing the Song - Big Bear Funk | ... |
| Learn to Sing the Song - If You're Happy And You Know It | ... |
| Learn to Sing the Song - Five Little Monkeys | ... |
| Share and Perform - Big Bear Funk | ... |

Creative Teach Point-

Are you ready to grow?
Creating print designs, seed patterns, flowers, leaf rubbings, 3D creations.

Teach Point

Fine motor using a range of tools effectively to create a finished product
Creative activities linked to topic books and free choice COOL time to create their own

| | |
|---|-----|
| Listen and Appraise - Superstition by Stevie Wonder | ... |
| Listen and Appraise - Big Bear Funk | ... |
| Games Track - Big Bear Funk | ... |
| Learn to Sing the Song - Big Bear Funk | ... |
| Learn to Sing the Song - The Wheels On The Bus | ... |
| Learn to Sing the Song - Baa Baa Black Sheep | ... |
| Share and Perform - Big Bear Funk | ... |

Creative

Are you ready to grow?
Creating print designs, seed patterns, flowers, leaf rubbings, 3D creations.

Teach point

Drawing with care and accuracy – still life drawing of a flower
Creative activities linked to topic books and free choice COOL time to create their own


| | |
|--|-----|
| Listen and Appraise - Pick up the Pieces by Average White Band | ... |
| Listen and Appraise - Big Bear Funk | ... |
| Games Track - Big Bear Funk | ... |
| Learn to Sing the Song - Big Bear Funk | ... |
| Learn to Sing the Song - Row Row Row | ... |
| Learn to Sing the Song - The Hokey Cokey | ... |
| Share and Perform - Big Bear Funk | ... |

Creative

Are you ready to grow?
Creating print designs, seed patterns, flowers, leaf rubbings, 3D creations.

Teach point Encourage

children to use the creative area and then share their creation talking about the process they have used.

| | | | | | | |
|--|--|--|--|--|--|--|
| | <p>Creative activities linked to topic books and free choice COOL time to create their own creations using the EE resources.</p> |  <p>Creative activities linked to topic books and free choice COOL time to create their own creations using the EE resources.</p> | <p>Creative activities linked to topic books and free choice COOL time to create their own creations using the EE resources.</p> | <p>creations using the EE resources.</p> | <p>creations using the EE resources.</p> | <p>Creative activities linked to topic books and free choice COOL time to create their own creations using the EE resources.</p> |
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