Medium Term Overview

Term: Summer 1 20232024

Are you ready to grow?

Class: Polkerris / Crooklets

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 15/04/24 22/04/24 29/04/24 6/05/24 13/05/24 20/05/24 Are you ready to Are you ready to Are you ready to Are you ready to Communicati Are you ready to Are you ready to grow? grow? grow? grow? on and grow? grow? Interaction Whole EYFS Pumpkiñ Focus - C&I and C&L is Pumpkiñ developed throughout DIA Plants Eddie's Gorden Garden the year through high auality interactions, daily group Demonstrate discussions. understanding of Demonstrate sharing circles, what has been read Demonstrate Demonstrate understanding of Demonstrate PSHE times. to them by retelling understanding understanding of understanding of what has been Demonstrate stories, singing, stories and what has been read of what has read to them by what has been understanding of speech and narratives using their been read to to them by retelling retelling stories read to them by what has been language own words and them by retelling stories and and narratives retelling stories read to them by interventions recently introduced stories and narratives using their using their own and narratives retelling stories and focusing vocabulary. narratives using own words and using their own words and and narratives on Wellcomm their own words recently introduced words and using their own recently targets in ·Anticipate (where and recently vocabulary. introduced recently words and weekly appropriate) key introduced introduced vocabulary. recently planning. events in stories. vocabulary. vocabulary.

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

eating, and We Thinkers We Thinkers We Thinkers Body in the group **We Thinkers** managing **We Thinkers** Body in the group Body in the group personal Body in the group Body in the group See curriculum book See curriculum book needs See curriculum See curriculum See curriculum See curriculum for planning for planning Independently book for planning book for planning book for planning guidance guidance guidance guidance guidance **Activity 2 -Islands Activity 3-** Obstacle Introduce story Read the story Activity 1 - Music course concept book, stop and activity Read the story notice stop and book do I can learn and recite, poems and recite, poems recite, poems and recite, poems and recite, poems recite, poems and sonas: and songs: sonas: sonas: sonas: I can listen to, engage in and talk engage in and talk engage in and engage in and engage in and engage in and Communicati talk about nontalk about nontalk about nonabout non-fiction. I about non-fiction. I talk about nonon and fiction. I can retell fiction. I can retell fiction. I can retell can retell parts of a can retell parts of a Language parts of a story parts of a story parts of a story retell parts of a story and story and describe events in describe events in and and and describe events in describe events in describe events in describe events some detail. some detail. some detail. some detail. some detail. in some detail.

We Thinkers

Body in the

group

book for

plannina

guidance

Dramatic Play

and sonas:

fiction. I can

story and

Engage in story times Circle time Topic books CP vocab Triangles

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

Topic books CP vocab Triangles Mornina meet and areet Daily routine

Engage in story

times Circle time

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

Engage in story times Circle time Topic books CP vocab Triangles

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

Engage in story times Circle time Topic books CP vocab Triangles

Morning meet and areet Daily routine sonas. Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes -Charanga

Engage in story times Circle time Topic books CP vocab Triangles

Morning meet and areet Daily routine sonas. Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes -Charanga

Termly topic book

Engage in story times Circle time Topic books CP vocab Triangles Morning meet and areet Daily routine sonas. Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes -Charanga

Termly topic book



Weekly book



Circle time and COOL time

Termly topic book



Weekly book



Circle time and COOL time

Charanga. 'Our World' weekly Nursery Rhyme - Termly topic book



Weekly book

Circle time and COOL time

Termly topic book



Weekly book



Circle time and COOL time

Charanga, 'Our World' weekly



Weekly book



Circle time and COOL time

Charanaa, 'Our world' weekly

Termly topic book



Weekly book



Circle time and COOL time

Charan	ga, 'Our Hickory	/ Dickory Ch	aranga, 'Our	Nursery Rhyme –	Nursery Rhyme –	
World' -	weekly	ock w	orld' weekly	Five Little Monkeys	Baa Baa Black	Charanga
Nursery	Rhyme - New Vo	cab from Nu	rsery Rhyme –		Sheep	weekly Nursery
Things fo	or fingers Key to	ext and Tw	vinkle Twinkle		·	Rhyme –
	recom	mended	Little Star	New Vocab from	New Vocab from	Row Row Row
	re	ads.		Key text and	Key text and	your boat
	Red	ading Nev	w Vocab from	recommended	recommended	New Vocab
	frequ	ently to K	ey text and	reads.	reads.	from Key text
New Voc	cab from childre	en, and red	commended	Reading frequently	Reading frequently	and
Key te	xt and engag	ng them	reads.	to children, and	to children, and	recommended
recomm	nended actively	in stories,	Reading	engaging them	engaging them	reads.
rec	ids. non-	fiction, fr	equently to	actively in stories,	actively in stories,	Reading
Rea	ding rhym	es and c	hildren, and	non-fiction, rhymes	non-fiction, rhymes	frequently to
	, -	and then en	gaging them	and	and	children, and
childre	n, and providi	ng them act	ively in stories,	poems, and then	poems, and then	engaging them
engagir	ng them with e	xtensive r	non-fiction,	providing them with	providing them with	actively in
actively	in stories, opport	unities to r	hymes and	extensive	extensive	stories, non-
non-fi	ction, use and	dembed poe	ems, and then	opportunities to use	opportunities to use	fiction, rhymes
rhyme			oviding them	and embed new	and embed new	and
poems, o			ith extensive	words in a range of	words in a range of	poems, and
providir	\cup		portunities to	contexts, will give	contexts, will give	then providing
with ex			e and embed	children the	children the	them with
		•	w words in a	opportunity to	opportunity to thrive.	extensive
		rive.	range of	thrive.		opportunities to
new wo			ntexts, will give			use and embed
range of			children the		Quality	new words in a
will give			oportunity to	Quality	conversations with	range of
the oppo	,	ersations	thrive.	conversations with	adults and peers in	contexts, will
thri		dults and		adults and peers in	back and forth	give children the
	I -	back and		back and forth	conversation.	opportunity to
		orth	Quality	conversation.	Commenting on	thrive.
Que	/	_	onversations	Commenting on	what children are	
converso		•	th adults and	what children are	interested in or	
adults a			rs in back and	interested in or	doing, and echoing	Quality
in back of		ted in or	forth	doing, and echoing	back what they say	conversations
conve			onversation.	back what they say	with new	with adults and
Comme	nting on echoir	ng back Co	mmenting on		vocabulary	peers in back

	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.
	Locomotion -	Locomotion -	Locomotion -	Locomotion -	Locomotion -	Locomotion – Jumping
Physical Development	Jumping The focus of learning is to explore jumping in a variety of ways. Pupils will explore jumping, in different directions, at different speeds and different levels. Gymnastics The focus of learning is to introduce, 'champion gymnastics' by moving in a high	Jumping The focus of learning is for pupils to begin to jump efficiently. Pupils will explore how and why we jump, using our head, arms and feet, applying the basic jumping technique. Gymnastics The focus of learning is to apply, 'champion gymnastics' by	The focus of learning is for pupils to develop their jumping technique applying it into a game. Gymnastics The focus of learning is to apply, 'champion gymnastics' while exploring how to move safely using apparatus.	The focus of learning is for pupils to explore jumping for distance. Gymnastics The focus of learning is to apply, 'champion gymnastics' to explore movements and shapes in high and low ways on the apparatus.	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? Gymnastics The focus of learning is to apply, 'champion gymnastics' to explore movements and shapes in high, low, over and under	The focus of learning is to explore hopping in a variety of ways; in different directions, at different speeds and different levels. Gymnastics The focus of learning is to apply, 'champion gymnastics,' to explore movements and shapes in high, low, over and

	way and explore	moving in a low			ways on the	under ways on
	making high	way and explore			apparatus.	the apparatus.
	shapes.	making low				
		shapes.				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.
			Polling and f	attening dough,		questionea.
		1	•	sing with minimal suppo	ort	
				g dough creating more		
Fine Motor				zips and buttons on co		
Skills				nd number formation,		
		Accurate u		itimes / independent ci	utting of food	
	Holding a pencil eff	ectively, developing	writing fluency, show	ving some accuracy ar	nd care when drawing	and mark making.
	favourite stories,	Understand that :	Understand that	Understand that :	Understand the	Understand that
	rhymes, songs,	We read from left	print has	We read from left to	names of different	: We read from
	poems or jingles	to right and top	meaning. Ensure	right and top to	parts of a book.	left to right and
		to bottom	a wide variety of	bottom	When sharing stories,	top to bottom
Literacy	Read four books a		fact and fiction		adults should model	
,	day	Read four books	books are	Read four books a	labelling parts e.g.	Read four books
Reading /	Weekly book	a day	introduced to the	day	lets look at the front	a day
understanding	before writing /	Weekly book	children.	Weekly book before	cover, lets read the	Weekly book
•	CP input.	before writing /	Do and form hoods	writing / CP input.	blurb.	before writing /
	Maths linked story	CP input.	Read four books	Maths linked story	Read four books a	CP input.
	book before maths activities.	Maths linked story book before	a day Weekly book	book before maths activities.	day	Maths linked
	Topic book before	maths activities.	before writing /		Weekly book before	story book before maths
	Lunch	Topic book	CP input.	Topic book before Lunch	writing / CP input.	activities.
	LUITCIT	before Lunch	Ci ilipui.	LUTICIT		Topic book
		perore rough				before Lunch
						DOTOIC LOTICIT

	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.
	Week1	Week 2	Week 3	Week 4	Week 5	Week 6
Literacy Phonics	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	CVCC, CCVC words Review Phase 2 digraphs and Phase 3 long vowel sounds* as needed, based on assessment Tricky words Some, come, love, do	CCVCC, CCCVC, CCCVCC Review Phase 2 digraphs and Phase 3 long vowel sounds* as needed, based on assessment Tricky words Were, here, little, says	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	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	Assessment GPCs Prononciation CVC / matched ability books 3 x group reads per week
	Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling	Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling	Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling	Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling	Review phase 2/3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence Spelling	

	To 20 and beyond	To 20 and beyond	How many now? Step 1Add more	Manipulate compose and decompose	Manipulate compose and decompose	Sharing and Grouping
Maths	WRM	WRM	WRM	WRM	WRM	WRM
	Music - Cinderella Prokofiev		Keep on Movin By Five			Army by The White Strpies
	Pen Disco Mountains in boxes x 6 Felt tips	Pen Disco Circles in boxes x 6 Coloured pencils Bad habits by Ed Sheeran	Pen Disco Lines (portrait/landsca pe in boxes) (6) Colour pens, A4 paper at tables (different colour each week)	Keep on Movin By Five Chalk pens, A4 paper at tables (different colour each week) Dancing Queen by Abba	Loop in boxes (6) Felt Tips, A4 paper at tables (different colour each week) Hey Tiger by Robbie Williams	assessment Pen Disco Small Triangles Felt Tips, A4 paper at tables (different colour each week) Seven Nation
Literacy Writing	Finger fit CVC words and two / three word sentences. 4 x per week	Finger fit CVC words and two / three word sentences. 4 x per week	Name Writing Finger fit CVC words and two / three word sentences. 4 x per week	Name writing Finger fit CVC words and two / three word sentences. 4 x per week Pen Disco	Name writing Finger fit CVC words and two / three word sentences. 4 x per week Pen Disco	formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week Name writing
	Seed still life drawing, labelling, naming, Daily letter formation	Seedling still life drawing, labelling, naming, Daily letter formation	Seeding still life drawing, labelling, naming, Daily letter formation	plant still life drawing, labelling, naming, Daily Letter formation	Flower still life drawing, labelling, naming, Daily Letter formation	vegetable still life drawing, labelling, naming, Daily letter
	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	

Step 1 Build	Step 4Continue	Step 2 How many	Step 1Select shapes	Step 6	Step 1 Explore
numbers beyond	patterns beyond	did I add?	for a purpose	Decompose	sharing
10 (10 -13)	10 (14-20)	Step 3 Take away	Step 2 Rotate	shapes	Step 2 Sharing
Rhyme	Books	Step 4 How many	shapes	Step 7 Copy 2-D	Step 3 Explore
Sesame Street's	20 Big Trucks in	did I take away	Step 3 Manipulate	shape pictures	grouping
Pinball Number	the Middle of the		shapes	Step 8 Find 2-D	
Count	Street by	Key Books	Step 4 Explain shape	-	
Book	Mark Lee	Mouse Count by	arrangements	shapes within 3-D	
Anno's counting	 Jack the Builder 	Ellen Stoll Walsh	Step 5 Compose	shapes	
book	by Stuart J.	 One Ted Falls 	shapes		
	Murphy	out of Bed by			
Step 2 Continue		Julia Donaldson	Key Books		
patterns beyond	Step 5Verbal	My Granny	Key books		
10 (10-13)	counting beyond	Went to Market	 Big Box of Shapes 		
Rhyme	_ 20	by Stella	by Wiley Blevins		
Sesame Street's	Rymes	Blackstone	Which One		
Pinball Number	• Catch, Catch,	• Mr Gumpy's	Doesn't Belong? by		
Count	Catch a Fish	Outing by John	Christopher		
Book	Books	Burningham	Danielson		
Ten ways to eat a	Monster Math by	• Splash! by Ann	 Mr Gumpy's Motor 		
fly	Anne Miranda	Jonas	Car by John		
Step 3 Build	Step 6 Verbal	• Tad by Benji	Burningham		
numbers beyond	counting patterns	Davies	Tangram Cat by		
10 (14-20)	Book	• The Shopping	Maranke Rinck and		
Books	1 is One by Tasha	Basket by John	Martijn van		
The Real Princess	Tudo	Burningham	der Linden		
by Brenda			Three Pigs, One Walf and I Savage		
Williams			Wolf, and Seven		
One Moose, Tryanty Miss by			Magic Shapes		
Twenty Mice by			by Grace		
Claire Beaton			Maccarone Shapes by		
			Mouse Shapes by Ellen Stoll Walsh		
			Pezzettino by Leo Lioppi		
			Lionni		

				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		
	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
	6	O	Caaaranahu /	6	6	6
	Geography /	Geography /	Geography /	Geography /	Geography /	Geography /
	science / History	science / History	science /History links	science /History	science /History	science /History
	links	links	Plants - Beans	links	links	links
	Plants - Potatoes	Plants -	Are we ready to	Plants - Carrots	Plants - Flowers	Are we ready to
	Are we ready to	Sunflowers	grow? What do		Are we ready to	grow? What do
	grow? What do we grow in this	Are we ready to grow? What do	we grow in this	Are we ready to grow? What do we	grow? What do we grow in this country?	we grow in this country? How is
Understanding	country? How is	we grow in this	country? How is	grow in this country?	How is food grown	food grown now
the World	food grown now	country? How is	food grown now	How is food grown	now and how was it	and how was it
	and how was it	food grown now	and how was it	now and how was it	grown in the past,	grown in the
	grown in the past,	and how was it	grown in the past,	grown in the past,	what are the	past, what are
	what are the	grown in the past,	what are the	what are the	differences.	the differences.
	differences.	what are the	differences.	differences.	directices.	ino amoroneos.
	directions.	differences.		vocabulary such as:	Texture of plants,	Texture of plants,
		amoronous.	Texture of plants,	how, why, because,	seeds, plants for	seeds, plants for
	Texture of plants,		seeds, plants for	find out, I wonder	food, parts of a	food, parts of a
	seeds, plants for	Texture of plants,	food, parts of a	what/if/when/why	plant, what plants	plant, what
	food, parts of a	seeds, plants for	plant, what plants		need to grow	plants need to
	plant, what plants	food, parts of a	need to grow			grow
	need to grow	. ,				

	plant, what plants	Computing	Texture of plants,	Computing	
Computing	need to grow	Let's go code	seeds, plants for	, Let's go code	
	Computing	I can follow	food, parts of a	I can follow	Computing
Let's go code	Let's go code	instructions to	plant, what plants	instructions to walk a	
I can follow	I can follow	walk a maze!	need to grow	maze!	Let's go code
instructions to	instructions to	RE			I can follow
walk a maze!	walk a maze!		Computing	Understand and use	instructions to
	RE	Which places are	Let's go code	vocabulary such as:	walk a maze!
RE		special and why?	I can follow	how, why, because,	Understand and
	Which places are		instructions to walk a	find out, I wonder	use vocabulary
Which places are	special and why?		maze!	what/if/when/why	such as: how,
special and why?		Pupils will have a			why, because,
		deep	RE	RE	find out, I
	Pupils will have a	understanding of		Which places are	wonder
Pupils will have a	deep	the Christian	Which places are	special and why?	what/if/when/w
deep	understanding of	community, key	special and why?		hy
understanding of	the Christian	events, words,			
the Christian	community, key	and people as		Pupils will have a	
community, key	events, words,	well as have	Pupils will have a	deep understanding	
events, words,	and people as	some known	deep understanding	of the Christian	RE
and people as	well as have	knowledge that	of the Christian	community, key	Which places
well as have some	some known	there are other	community, key	events, words, and	are special and
known knowledge	knowledge that	faiths and beliefs.	events, words, and	people as well as	why?
that there are	there are other		people as well as	have some known	
other faiths and	faiths and beliefs.	Week 3 - Recap	have some known	knowledge that	
beliefs.		that a church is	knowledge that	there are other	Pupils will have a
		where Christians	there are other	faiths and beliefs.	deep
		worship God.	faiths and beliefs.	Week 5 - Begin to	understanding
Week 1 - Talk		Show the children	Week 4 - Begin to	recognise that for	of the Christian
about special	W I- 0	key features of a	recognise that for	Christians, Muslims or	community, key
places, ask	Week 2 –	church: church,	Christians, Muslims or	Jews, these special	events, words,
parents to share	Recognise that	font, cross,	Jews, these special	things link to beliefs	and people as
pictures of special	some religious	candle, Bible Talk about what	things link to beliefs	about God	well as have
places on	people have	makes this a	about God.	Synagogyas Introdu	some known
Tapestry. Pupils to	places which	place of worship.	Introduce a mosque	Synagogues.Introdu	knowledge that there are other
draw a picture of	have special	Imagine what is	as a special place	ce a synagogue as	mere are orner
	meaning for	i inagine what is	to muslims where	a special place to	

Expressive Arts	their special place. Music -Charanga	them. Share pictures of special religious places. Music - Charanga	would be like to be there. Find out what people do there	they worship God. Show the children key features of a mosque: washing area, prayer hall, prayer mats, minaret.Talk about what makes this a place of worship. Imagine what is would be like to be there. Find out what people do there.	Jews where they worship God.Show the children key features of a synagogue: an ark (where the scrolls of the Law are kept), an "eternal light" burning before the ark, two candelabra, pews, and a raised platform (bimah)	faiths and beliefs. Week 6 - Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. Church visit - Express a personal response to the natural world.Go for a nature walk. Talk about how special or world is and why. Can the children help to take some photos of things that amaze or interest them? Recap about ways we can help to look after our world.
and Design	Big Bear Funk	Big Bear Funk	Big Bear Funk	Big Bear Funk	Big Bear Funk	Music - Charanga Big Bear Funk

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 matrials



▶ Viewer	
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	
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	

D Viewer

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.

Creative activitie linked to topic books and free choice COOL time to create their own creations using the EE resources		Creative activities linked to topic books and free choice COOL time to create their own creations using the EE resources.	creations using the EE resources.	creations using the EE resources.	Creative activities linked to topic books and free choice COOL time to create their own creations using the EE resources.
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