Medium Term Overview

<u>Term:</u> Spring 1 20232024

What adventures can we go on?

Class: Polkerris / Crooklets

	Week 1 4/01/24 (Thurs/Fri)	Week 2 8/01/24	Week 3 15/01/24	Week 4 22/01/24	Week 5 29/01/24	Week 6 5/02/24
Communication and Interaction 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.	What adventures can we go on? Mr Gumpy's Outing Engage in small group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. Boat, river, squabble, chase, tease, muck about, bleating, flap, trample, tipped, swam,	What adventures can we go on? Whatever Next! Whatever Next!	What adventures can we go on? Include Included in the Irain Ride Included	What adventures can we go on? Engage in small group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. Mouse, stroll, wood, fox, little, come, underground, lunch, Gruffalo, terrible, tusks, claws, teeth, jaws, meeting, rocks, roasted, sped, old, deep, dark,	Engage in small group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. Lost, found, penguin, where, follow, sad, thought, lost, help, find, checked, missing, asked, ignored, floated, help, how, south pole, harbour, ship, small, heard, row, boat, size,	What adventures can we go on? Mr Gumpy's Outing Apparatus Blake. Apparatus Blake.

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

SCARF Hold on Harold!

Personal, Social and Emotional Development

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

What's safe to go inside my body?

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

We Thinkers Book 2 The group Plan



SCARF Hold on Harold

Keeping my body safe – Including medicines

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

keep them safe. We Thinkers Book 2 The group Plan



SCARF Hold on Harold!



Safe indoors and Outdoors

Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know ageappropriate ways to stay safe online. Name adults in

We Thinkers Book 2 The group Plan

their lives and

those in their

community who

keep them safe.



SCARF Hold on Harold!



Listening to my feelings

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

We Thinkers Book 2 The group Plan

their lives and

those in their

community who

keep them safe.



SCARF Hold on Harold!



Keeping myself safe online

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

We Thinkers Book 2 The group Plan

keep them safe.



SCARF Hold on Harold!



People who help to keep me safe

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

We Thinkers Book 2 The group Plan



	See curriculum	See curriculum	See curriculum	See curriculum	See curriculum	See curriculum
	book for planning	book for planning	book for planning	book for planning	book for planning	book for planning
	guidance	guidance	guidance	guidance	guidance	guidance
	_ ,, ,,					
	Daily routine	Daily routine	Daily routine	Daily routine	Daily routine	Daily routine
	songs.	songs.	songs.	songs.	songs.	songs.
	Days of the week Weather	Days of the week Weather	Days of the week Weather	Days of the week Weather	Days of the week Weather	Days of the week Weather
	Line up	Line up	Line up	Line up	Line up	Line up
	Carpet time	Carpet time	Carpet time	Carpet time	Carpet time	Carpet time
	Make a circle	Make a circle	Make a circle	Make a circle	Make a circle	Make a circle
	Nursery Rhymes -	Nursery Rhymes -	Nursery Rhymes -	Nursery Rhymes -	Nursery Rhymes -	Nursery Rhymes -
	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga
	Gridianga	onaranga	Gridianga	orialanga	onaranga	Gridianga
				John Burningham		John Burnireham
	John Burningham	John Brunningham	John Burnireham	Mr Gumpy's Outing		Mr Gumpy's Outing
	Mr Gumpy's Outing	Mr Gumpy's Outing	Mr Gumpy's Outing	A SA	John Burnirecham	Section Section
	NOTE AS.	NOTE AS.	NOOKAG.		Mr Gumpy's Outing	
				₩ € * * *	NOT THE ASS.	
Communication		Table 1			2000年	
and Language		Whatever Next!		JULIA DONALDSON-AXEL SCHEFFLER		Quentan Blake
		Jill Murphy	The Train Ride	GRUFFALO	From international heatstaller OLIVER SEFFERS	MRS ARMITAGE ON WHEELS
	Rot Biddulph		The franti Mine			
	BIOWA					W. W.
	away					
	Armadolitae				LOUT FMIND	CHATE.
	uderedery	Circle time and	june Crebbin mounter, Stephen Lambert		[Ost as round	
	Cinala linea a sur l	COOL time	Circle time and	Circle time and		
	Circle time and		COOL time	COOL time	Circle time and	
	COOL time				COOL time	Circle time and
	Charanga	Charanga weekly	Charanga weekly	Charanga weekly		COOL time
	weekly Nursery	Nursery Rhyme –	Nursery Rhyme –	Nursery Rhyme –	Charanga weekly	Charanga weekly
	Rhyme – Wind	Wind the Bobbin	Wind The Bobbin	Wind The Bobbin	Nursery Rhyme – Wind The Bobbin	Nursery Rhyme –
	the Bobbin up	up and Rock a	Up, Rock-A-Bye	Up, Rock-A-Bye	Up, Rock-A-Bye	Wind The Bobbin
	<u>'</u>	Bye Baby	Baby, Five Little	Baby, Five Little Monkeys, Twinkle,	Baby, Five Little	Up, Rock-A-Bye
			Monkeys	Twinkle, Little Star	Monkeys, Twinkle,	Baby, Five Little
				1 WILKIO, LITTIC STOIL	Twinkle, Little Star	Monkeys, Twinkle,
				1	17	Twinkle Little Star

Twinkle, Little Star

Novy Vocada franc	Nov. Vocala facia	Navy Vacada facada	Now Vocala factor	Nov. Vocala face	Nov. Vocale fra
New Vocab from					
Key text and					
recommended	recommended	recommended	recommended	recommended	recommended
reads.	reads.	reads.	reads.	reads.	reads.
Reading	Reading	Reading	Reading	Reading	Reading
frequently to					
children, and					
engaging them					
actively in stories,					
non-fiction,	non-fiction,	non-fiction,	non-fiction,	non-fiction,	non-fiction,
rhymes and					
poems, and then					
providing them					
with extensive					
opportunities to					
use and embed					
new words in a					
range of	range of contexts,				
contexts, will give	will give children				
children the	the opportunity to				
opportunity to	thrive.	thrive.	thrive.	thrive.	thrive.
thrive.					
	Quality	Quality	Quality	Quality	Quality
Quality	conversations with				
conversations	adults and peers				
with adults and	in back and fourth				
peers in back	conversation.	conversation.	conversation.	conversation.	conversation.
and fourth	Commenting on				
conversation.	what children are				
Commenting on	interested in or				
what children are	doing, and				
interested in or	echoing back				
doing, and	what they say				
echoing back	with new				
what they say	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary
with new	added,	added,	added,	added,	added,
vocabulary	practitioners will				
added,	build children's				
practitioners will					
	L	<u> </u>	<u> </u>	L	

	build children's	language	language	language	language	language
	language effectively.	effectively.	effectively.	effectively.	effectively.	effectively.
Physical	N/A CP activities	Ball Skills – Feet The focus of learning is to explore different ways of using our feet to move with a ball. Pupils will explore what happens when they kick a ball using different parts of their feet. Pupils will begin to understand how	Ball Skills - Feet The focus of learning is to develop using our feet to move with a ball. Pupils will learn the meaning of the word control and start to understand why it is important to keep the ball close to them.	The focus of learning is to develop dribbling using our feet to move with a ball. Pupils will develop their technique of dribbling the ball and understand why this is the most effective way to dribble, keeping control.	The focus of learning is to teach pupils to understand where to dribble and why. Pupils will continue to develop their technique of dribbling the ball.	Ball Skills – Feet The focus of learning is to continue to explore moving with a ball. Pupils will continue to develop dribbling skills and their understanding of dribbling a ball.
Development		we control a ball. Gymnastics – Moving The focus of the learning is to introduce 'champion gymnastics' by moving and making shapes using different body parts.	Gymnastics – Moving The focus of the learning is to introduce 'champion gymnastics' by moving in different directions.	Gymnastics – Moving The focus of the learning is to apply 'champion gymnastics' exploring how to move using big and small movements using the apparatus.	Gymnastics – Moving The focus of the learning is to apply 'champion gymnastics' exploring movements in a pair on the floor and on apparatus.	Gymnastics – Moving The focus of the learning is to apply 'champion gymnastics' exploring shapes in pairs on the floor and on apparatus.
Fine Motor Skills			ındressing and dressiı	i Ittening dough, ng with minimal supp I dough creating moi		

	Independently doing zips and buttons on coats.								
		Accurate letter and number formation,							
		Accurate use	e of cutlery at lunchti	mes / independent c	cutting of food				
	favourite stories,	Understand that :	Understand that	Understand that :	Understand the	Understand that :			
	rhymes, songs,	We read from left	print has	We read from left	names of different	We read from left			
	poems or jingles	to right and top to	meaning. Ensure	to right and top to	parts of a book.	to right and top to			
		bottom	a wide variety of	bottom	When sharing	bottom			
	Read four books		fact and fiction		stories, adults				
	a day	Read four books a	books are	Read four books a	should model	Read four books a			
	Weekly book	day	introduced to the	day	labelling parts e.g.	day			
	before writing /	Weekly book	children.	Weekly book	lets look at the	Weekly book			
	CP input.	before writing /		before writing /	front cover, lets	before writing /			
Literacy	Maths linked story	CP input.	Read four books a	CP input.	read the blurb.	CP input.			
Lilefacy	book before	Maths linked story	day	Maths linked story		Maths linked story			
Reading /	maths activities.	book before	Weekly book	book before	Read four books a	book before			
understanding	Topic book	maths activities.	before writing /	maths activities.	day	maths activities.			
onacisianang	before Lunch	Topic book before	CP input.	Topic book before	Weekly book	Topic book before			
	Poem a day and	Lunch	Maths linked story	Lunch	before writing /	Lunch			
	story before	Poem a day and	book before	Poem a day and	CP input.	Poem a day and			
	going home.	story before	maths activities.	story before	Maths linked story	story before			
		going home.		going home.	book before	going home.			
		We Thinkers story	Topic book before	We Thinkers story	maths activities.	We Thinkers story			
		once per week.	Lunch	once per week.	Topic book before	once per week.			
			Poem a day and		Lunch				
			story before		Poem a day and				
			going home.		story before				
			We Thinkers story		going home.				
			once per week.		We Thinkers story				
		144 1 4			once per week.				
	Re-cap previous	Week 1	Week 2	Week 3	Week 4	Week 5 •			
	taught sounds	ai ee igh oa	oo oo ar or	ur ow oi ear	air er	Longer words			
	and tricky words	CVC / matched ability books 3 x	Tricky words –was	Tricky words -my	words with double	are sure pure			
	(Thurs/Fri)	group reads per	you they	by all	letters: dd mm tt	A			
Literacy	CVC / matched	week X 3 stories per		O) (O) (a a a a la la a a l	bb rr gg pp ff	Assessment			
Phonics	ability books 3 x	day including non-		CVC / matched	Tricky words –are	GPCs			
	group reads per	fiction	CVC / matched	ability books 3 x	sure pure	Prononciation			
	week X 3 stories		ability books 3 x	group reads per	CVC / matched	CVC / matched			
	per day including		group reads per	week X 3 stories	ability books 3 x	ability books 3 x			
	non-fiction	GPCs	week X 3 stories	per day including non-fiction	group reads per	group reads per			
		Pronunciation		HOH-HCHON	week X 3 stories	week X 3 stories			

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

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

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

2. Explore and
Create Using
Voices and
Instruments
(Musical
Activities)
Options (Build on
previous
learning):
a. Using the WInd
a. Using the WInd The Bobbin Up, If
you're Happy
And You Know It
games track,
3. Sing and Play
(Musical
Activities)
 Learn to Sing
and sometimes
play with the
Song/s:
 a. Listen to,
then learn to sing
WInd The Bobbin
Up
 b. Listen to sing
along with and
play the action
song If You're
Happy And You
Know I
4. Share and
Perform
Share and
perhaps perform
what has taken
place in today's
lesson.

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

place in today's

lesson.

lesson

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

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

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