Medium Term Overview

<u>Term:</u> Spring 2 20232024

What's in the Egg?

Class: Polkerris / Crooklets

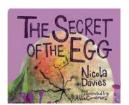
	Week 1 19/02/24	Week 2 26/02/24	Week 3 04/02/24	Week 4 11/02/24	Week 5 18/02/24	Week 6 25/02/24
Communicati on and Interaction	What's in the Egg?	What's in the Egg?	What's in the Egg?	What's in the Egg?	What's in the Egg?	What's in the Egg?
Whole EYFS Focus – C&I and C&L is	The Odd Egg	The Odd Egg	The Odd Egg	The Odd Egg	The Odd Egg	The Odd Egg
developed throughout the year through high quality interactions, daily group discussions, sharing	THE SECRET OF THE EGG Nicola Davies AMECHANIC	inosaurumpus!	STOMP, DINOSAUR, STOMP! Amognet Mayo & Alex Applife.	Harry and the Bucketful of Dimosaurs	Engage in small	Engage in small
circles, PSHE times, stories, singing, speech and language interventions and focusing on Wellcomm targets in weekly planning.	Birds, size, small, large, hatch Egg, shell, nest, life, plain, speckled, egg shape, tougher, smoother, stickier, big, small, within, high, buried, safe, laid, alone, pouch, mouth, tummy, birds, fish,	Engage in small group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. Quake, quiver, thunder, romp,	Engage in small group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. Stomp, mighty, gigantic, jaws,	Engage in small group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. Bucket, attic, clear, bent, fixed, broken, washed, sink, dinosaur, junk, library,	group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. Dragon, biggest, keenest, golden, fly, practise, fast,	group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. Duckling, ugly, alone, beautiful, nest, swim, cygnet, group,

platypus, crick, crack rip, pop, inside	triceratops,	jagged, flicking, whipping,	scelidosaurs, triceratops, allosaurus,	free, soar, throat, horse,	brood, grow, feathers, down,
	hops, wears,	enemy, scaring,	Discovering Passions	blow, alight,	swan,
	horns, blunder,	swish,	Tell me a story - retelling	bandage,	5
Discovering Passions	shake, shudder,	spreading,	stories	zigzag,	Discovering
Tell me a story -	brontosaurus	wide, circling,	Story language	Discovering	Passions
retelling stories	,tyrannosaurus,	swooping,	Listening and	Passions	Tell me a story -
Story language	stegosaurus,	souring, plating,	responding to stories	Tell me a story -	retelling stories
Listening and	roar, sound,	armour, gulping,	Following instructions	retelling stories	Story language
responding to stories		gulp, chewing,	Takes part in discussion	Story language	Listening and
Following instructions		charging,	Understand how to listen	Listening and	responding to
Takes part in	Discovering	pounding,	carefully and why	responding to	stories
discussion	Passions	jutting, stiff,	listening is important.	stories	Following
Understand how to	Tell me a story -	chomp, cutting	Choose books that will	Following	instructions
listen carefully and	retelling stories	biting, mashing,	develop their	instructions	Takes part in
why listening is	Story language	feathered,	vocabulary.	Takes part in	discussion
important.	Listening and	guard,		discussion	Understand how
Choose books that wil	responding to	hatching,	Engage in story times	Understand how	to listen
develop their	stories	strolling,	Circle time Topic books	to listen	carefully and
vocabulary.	Following	parade,	CP - vocab Triangles	carefully and	why listening is
	instructions			why listening is	important.
Engage in story times	Takes part in			important.	Choose books
Circle time Topic	discussion			Choose books	that will
books CP - vocab	Understand how	Discovering		that will	develop their
Triangles	to listen	Passions		develop their	vocabulary.
	carefully and	Tell me a story -		vocabulary.	
	why listening is	retelling stories			Engage in story
	important.	Story language		Engage in story	times Circle time
	Choose books	Listening and		times Circle time	Topic books CP
	that will	responding to		Topic books CP	- vocab
	develop their	stories		- vocab	Triangles
	vocabulary.	Following		Triangles	
	,	instructions			
	Engage in story	Takes part in			
	times Circle time	discussion			
	Topic books CP				

		- vocab Triangles	Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Engage in story times Circle time Topic books CP - vocab Triangles			
Personal, Social and Emotional Development	SCARF JUS ASKI	SCARF JUS ASKI	SCARF JUS ASKI	SCARF	SCARF JUS ASKI	SCARF
Through adult modelling and guidance, children will learn how to look after their bodies, including	Rights and Respect Understand how they can make a difference.	Rights and Respect Understand how they can make a difference.	Rights and Respect Understand how they can make a difference.	Rights and Respect Understand how they can make a difference. Caring for our world.	Rights and Respect Understand how they can make a difference.	Rights and Respect Understand how they can make
healthy eating, and managing personal needs Independentl y.	Looking after my special people	Looking after my friends.	Being helpful at home and caring for our classroom.		Looking after money, recognising, saving, spending using.	a difference. Saving money and keeping it safe.

	Book 3 Thinking with your eyes Review concepts in previous books first. Play music – Think with your eyes. what do you see? What are the kids thinking about? Where are the kids going?	Book 3 Thinking with your eyes. See individual weeks planning in the hard copy of the curriculum book.	We Thinkers Thinking we Your Eves Book 3 Thinking with your eyes Play music – Think with your eyes. See individual weeks planning in the hard copy of the curriculum book.	Book 3 Thinking with your eyes Play music – Think with your eyes. See individual weeks planning in the hard copy of the curriculum book.	Book 3 Thinking with your eyes. See individual weeks planning in the hard copy of the curriculum book.	Book 3 Thinking with your eyes. See individual weeks planning in the hard copy of the curriculum book.
Communicati on and Language	Daily routine songs. Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charanga	See curriculum book for planning guidance Daily routine songs. Days of the week Weather Line up Carpet time Make a circle	See curriculum book for planning guidance Daily routine songs. Days of the week Weather Line up Carpet time Make a circle	See curriculum book for planning guidance Daily routine songs. Days of the week Weather Line up Carpet time Make a circle Nursery Rhymes - Charanga	See curriculum book for planning guidance Daily routine songs. Days of the week Weather Line up Carpet time Make a circle	See curriculum book for planning guidance Daily routine songs. Days of the week Weather Line up Carpet time Make a circle





Circle time and COOL time

Charanga, 'Our World'

– weekly Nursery

Rhyme – Old

Macdonald

New Vocab from Key text and recommended reads. Reading frequently to children, and engaging them actively in stories, nonfiction, rhymes and poems, and then providing them with extensive

Nursery Rhymes - Charanga





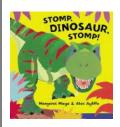
Circle time and COOL time

Charanga. 'Our World' weekly Nursery Rhyme – Old Macdonald, Incy Wincy Spider

New Vocab from Key text and recommended reads. Reading frequently to children, and

Nursery Rhymes - Charanga





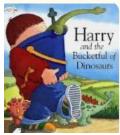
Circle time and COOL time

Charanga, 'Our world' weekly Nursery Rhyme

Old Macdonald, Incy Wincy Spider Row Row Row your Boat,

New Vocab from Key text and





Circle time and COOL time

Charanga, 'Our World' weekly Nursery Rhyme –

Old Macdonald, Incy Wincy Spider Row Row Row Your Boat, The Wheels on the Bus

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

Nursery Rhymes - Charanga



The Odd For

Nursery Rhymes

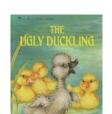
- Charanga



Circle time and COOL time

Charanga, 'Our world' weekly Nursery Rhyme

Old
Macdonald,
Incy Wincy
Spider
Row Row Row
Your Boat, The
wheels on the
Bus,
The Hokey
Cokey The
Wheels on the



Circle time and COOL time

Charanga weekly Nursery Rhyme –

Rhyme –
Old
Macdonald,
Incy Wincy
Spider
Row Row Row
Your Boat, The
wheels on the
Bus, The Hokey
Cokey

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

			•••	T		
		language	with new		Commenting on	or doing, and
		effectively.	vocabulary		what children	echoing back
			added,		are interested in	what they say
			practitioners will		or doing, and	with new
			build children's		echoing back	vocabulary
			language		what they say	added,
			effectively.		with new	practitioners will
					vocabulary	build children's
					added,	language
					practitioners will	effectively.
					build children's	
					language	
					effectively.	
	Ball skills - hands	Ball Skills –	Ball Skills -	Ball skills – Hands	Ball Skills–	Ball Skills –
	The focus of the	Hands	Hands		Hands	Hands
	learning is to explore	The focus of	The focus of	The focus of learning is		
	different ways of	learning is to	learning is to	to explore different	The focus of	
	throwing a beanbag.	explore	explore	ways of rolling a ball	learning is to	The focus of
		throwing	throwing	using our hands.	explore	learning is to
	Pupils will start to learn	(underarm) a	(overarm) a	Using our narias.		explore
	why we need to aim	beanbag.	beanbag.		different ways	catching a
	when we are	boaribag.		Pupils learn why we	of stopping a	beanbag and a
	throwing.	Pupils will	Pupils will	need to be accurate	ball using our	small ball.
Physical	<u> </u>		explore how	when we are rolling a	hands.	
Development		develop their	they can use	ball towards a target.		Pupils will
		understanding	their bodies to			develop their
		of why we	throw with	Dance - Ourselves		understanding
	Dance -Ourselves	need to aim	greater		Dance -	of why we need
	The focus of learning is	when we are	distance.	The feet is of learning is	Ourselves	to catch a ball
	to explore different	throwing.	distance.	The focus of learning is	001301703	and a
	movements using		_	for pupils to create their	The feet of	beanbag.
	different parts of the	Dance –	Dance -	own movement ideas	The focus of	Dance -
	body.	Ourselves	Ourselves	relating to specific	learning is to	Ourselves
		The focus of		words.	explore different	The focus of
		learning is to	The focus of		movements	learning is to
		explore larger	learning is for		using qualities of	explore
		1	-		movement.	0/\p1010

		scale travelling	pupils to			movements
		movements.	respond to		Pupils will learn	such as
			words and		the meaning of	creeping,
			music using their		opposites.	tiptoeing and
			bodies and			hiding.
			props.			G
			Rolling and flo	attening dough,	1	
		/ ur	dressing and dress	ing with minimal support,		
Fine Motor		Mark making, Pain	t brushes, Modelling	g dough creating more intri	cate designs,	
Skills		Inde	ependently doing z	ips and buttons on coats.		
3KIII3			Accurate letter an	d number formation,		
			•	imes / independent cutting	•	
				ing some accuracy and co		
	favourite stories,	Understand that	Understand that	Understand that : We	Understand the	Understand that
	rhymes, songs, poems	: We read from	print has	read from left to right	names of	: We read from
	or jingles	left to right and	meaning. Ensure	and top to bottom	different parts of	left to right and
		top to bottom	a wide variety		a book. When	top to bottom
	Read four books a		of fact and	Read four books a day	sharing stories,	
	day	Read four books	fiction books	Weekly book before	adults should	Read four books
	Weekly book before	a day	are introduced	writing / CP input.	model labelling	a day
Literacy	writing / CP input.	Weekly book	to the children.	Maths linked story book	parts e.g. lets	Weekly book
	Maths linked story	before writing /		before maths activities.	look at the front	before writing /
Reading /	book before maths	CP input.	Read four books	Topic book before	cover, lets read	CP input.
understanding	activities.	Maths linked	a day	Lunch	the blurb.	Maths linked
	Topic book before	story book	Weekly book	Poem a day and story		story book
	Lunch	before maths	before writing /	before going home.	Read four books	before maths
	Poem a day and story	activities.	CP input.	We Thinkers story once	a day	activities.
	before going home.	Topic book	Maths linked	per week.	Weekly book	Topic book
		before Lunch	story book		before writing /	before Lunch
		Poem a day	before maths		CP input.	Poem a day
		and story	activities.		Maths linked	and story
		before going			story book	before going
		home.	Topic book		before maths	home.
			before Lunch		activities.	

		We Thinkers story once per week.	Poem a day and story before going home. We Thinkers story once per week.		Topic book before Lunch Poem a day and story before going home. We Thinkers story once per week.	We Thinkers story once per week.
	Week1	Week 2	Week 3	Week 4	Week 5	Week 6
Literacy Phonics	ai, ee, igh, oa, oo, ar, or, er, oo, ow, oi, ear The state of the sta	Ear, ur, air, double letters, longer words Review phase 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling CVC / matched ability books 3 x group reads per week	Review phase 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling CVC / matched ability books 3 x group reads per week	Longer words, Words ending in ing, compound words The state of the st	Review phase 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence Spelling CVC / matched ability books 3 x group reads per week	Assessment GPCs Prononciation CVC / matched ability books 3 x group reads per week

Literacy Writing	Dinosaurs, still life drawing, labelling, naming, Daily letter formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week Pen Disco Mountains working to a centre spot. Felt Tips, A4 paper at tables (different colour each week) Shut up and Dance by Walk the Mook	Dinosaurs, still life drawing, labelling, naming, Daily letter formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week Pen Disco Loops – working to a centre spot Coloured pencils, A4 paper at tables (different colour each week) Let it Go - Frozen	Dinosaurs, still life drawing, labelling, naming, Daily letter formation Name Writing Finger fit CVC words and two / three word sentences. 4 x per week Pen Disco Long lines – working to a centre spot Colour pens, A4 paper at tables (different colour each week) I Like to Move it – Will.I .Am	Dinosaurs, still life drawing, labelling, naming, Daily Letter formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week Pen Disco Zig zags – working to a centre spot Wax crayons,A4 paper at tables (different colour each week) Swan Lake by Tchaikovsky	Dinosaurs, still life drawing, labelling, naming, Daily Letter formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week Pen Disco Box Zig Zag Chalk pens, A4 paper at tables (different colour each week) Moves Like Jagger by Marroon 5	Dinosaurs, 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 Pen Disco Waves—working to a centre spot Felt Tips, A4 paper at tables (different colour each week) Heartbeat Song – Kelly Clarkson
	by Walk the Mook	Frozen	– Will.I .Am			
	WRM Length, Height time	WRM Building 9 & 10	WRM Building 9 & 10	WRM Explore 3 D shapes	WRM Patterns	WRM Revisit any gaps
Maths	Finding 9& 10 Compare numbers to 10	Conceptual Subitising to 10 1 more 1 less	Step 9 Make arrangements of 10	Step 1 Recognise and name 3-D shapes Step 2 Find 2-D shapes	Step 6 Copy and continue patterns	in learning
	Represent 9 & 10 Books linked to	Composition to 10	Step 10 Bonds to 10 (3 parts)	within 3-D shapes Step 3 Use 3-D shapes	Step 7 Patterns in the	
	planning	Bonds to 10	Step 11 Doubles	for tasks	environment	
	Superworm by Julia Donaldson	Books linked to planning	to 10 (find a double)	Step 4 3-D shapes in the environment	Revisit any gaps in learning	

Actual Size by Steve	Superworm by	Step 12 Doubles	Step 5 Identify more	Books linked to
Jenkins	Julia Donaldson	to 10 (make a	complex patterns	planning
Jim and the	 Actual Size by 	double)	Books linked to planning	Key books
Beanstalk by	Steve Jenkins	Step 13 Explore	Key books	Circle! Sphere!
Raymond Briggs	 Jim and the 	even and odd	Circle! Sphere! by	by Grace Lin
I Can Only Draw	Beanstalk by	Books linked to	Grace Lin	Changes,
Worms by Will Mabbitt	Raymond Briggs	planning	Changes, Changes by	Changes by Pat
Titch by Pat Hutchins	• I Can Only	Nine Naughty	Pat Hutchins	Hutchins
Tall by Jez	Draw Worms by	Kittens by Linda	Naughty Bus by Jan	Naughty Bus
Alborough	Will Mabbitt	M. Jennings	Oke	by Jan Oke
Jack and the	• Titch by Pat	• Ten Little	Rapunzel	Rapunzel
Beanstalk	Hutchins	Fingers and Ten	Kitten Castle by Ellen	Kitten Castle
The Giraffe Who Got	• Tall by Jez	Little Toes by	Weiss and Mel Friedman	by Ellen Weiss
in a Knot by Paul	Alborough	Mem Fox	• Shapes, Shapes,	and Mel
Geraghty	 Jack and the 	 Cockatoos by 	Shapes by Tana Hoban	Friedman
and John Bush	Beanstalk	Quentin Blake	Pattern Fish by Trudy	• Shapes,
• Five Minutes' Peace	The Giraffe	• How Do	Harris	Shapes, Shapes
by Jill Murphy	Who Got in a	Dinosaurs Count	Pattern Bugs by Trudy	by Tana Hoban
Mr Wolf's Week by	Knot by Paul	to Ten? by Jane	Harris	Pattern Fish by
Colin Hawkins	Geraghty	Yolen	Busy, Busy, Busy by	Trudy Harris
A Dark, Dark Tale by	and John Bush	• The 'Ten Little	Haneul Ddang	Pattern Bugs
Ruth Brown	• Five Minutes'	' series by	• The Leopard's Drum by	by Trudy Harris
Jasper's Beanstalk	Peace by Jill	Mike Brownlow	Jessica Souhami	Busy, Busy,
by Nick Butterworth	Murphy	• Anno's	Jamil's Clever Cat by Figure 1 to 2 to	Busy by Haneul
	• Mr Wolf's	Counting Book	Fiona French with Dick	Ddang
	Week by Colin	by Mitsumasa	Newby	• The Leopard's
	Hawkins	Anno		Drum by Jessica
	A Dark, Dark Talla lav Budla	One Duck Street land Bladdie		Souhami
	Tale by Ruth	Stuck by Phyllis		• Jamil's Clever
	Brown	Root		Cat by Fiona
	Jasper's Reapstalk by	Mouse Count by Ellan Stall		French with Dick
	Beanstalk by Nick Butterworth	by Ellen Stoll Walsh		Newby
	INICK DUTTET WOTTN			
		• Ten in the Bed		
		by Penny Dale		

			One Gorilla by Anthony Browne Mr Willy-Nilly and Zoey's Dream by Ji-yun Shin Pete the Cat and the Missing Cupcakes by Kimberly and James Dean Ten Black Dots by Donald Crews Two of Everything by Babette Cole Double the Ducks by Stuart J. Murphy One Odd Day by Doris Fisher			
	Circle time and COOL time	Circle time and COOL time	and Dani Sneed Circle time and COOL time	Circle time and COOL time	Circle time and COOL time	Circle time and COOL time
Understandin g the World	Geography / History links Animals around the world. Identify where animals live. What type of environment do	Geography / History links Animals around the world. Identify where animals live. What type	Geography / History links Animals around the world. Identify where animals live. What type	Science links Properties of materials blowing on them, exploring waterproof, exploring bendy and flexible, using materials for a purpose, changing wind,	Science links Properties of materials blowing on them, exploring waterproof, exploring bendy and flexible,	Science links Properties of materials blowing on them, exploring waterproof, exploring bendy and flexible, using materials

they live in Do they	of environment	of environment		using materials	for a purpose,
have / need different	do	do		for a purpose,	changing wind,
habitats.	Computing	they live in Do	vocabulary such as:	changing wind,	
Computing	they live in Do	they have/	how, why, because, find		
Hello Ruby	they have /	need different	out, I wonder		Understand and
-Reading the Hello	need different	habitats.	what/if/when/why		use vocabulary
Ruby series of books	habitats.	Understand and		Computing	such as: how,
and completing	Understand and	use vocabulary	Computing	Hello Ruby	why, because,
activities from the	use vocabulary	such as: how,	Hello Ruby	-Reading the	find out, I
stories	such as: how,	why, because,	-Reading the Hello Ruby	Hello Ruby series	wonder
RE	why, because,	find out, I	series of books and	of books and	what/if/when/w
Why is Easter Special	find out, I	wonder	completing activities	completing	hy
to Christians?	wonder	what/if/when/w	from the stories	activities from	
	what/if/when/w	hy		the stories	Computing
Pupils will develop an	hy	Computing			Hello Ruby
understanding of why		Hello Ruby			-Reading the
Easter is special to the	Computing	-Reading the	RE	,	Hello Ruby series
Christian Community	Hello Ruby	Hello Ruby series	Why is Easter Special to	Understand and	of books and
and the events that	-Reading the	of books and	Christians?	use vocabulary	completing
occur over the Easter	Hello Ruby series	completing		such as: how,	activities from
period.	of books and	activities from	Recognise some	why, because,	the stories
	completing	the stories	symbols Christians use	find out, I	
	activities from		during Holy Week, e.g.	wonder	
Recognise and retell	the stories	RE	palm leaves, cross, eggs,	what/if/when/w	
stories connected with			etc., and make	hy	
celebration of Easter	RE	Why is Easter	connections with signs of		
Recall any stories	Why is Easter	Special to	new life in nature	RE	RE
children have heard	Special to	Christians?		Why is Easter	Why is Easter
about	Christians?			Special to	Special to
		Say why Easter is		Christians?	Christians?
	Say why Easter is	a special time			Tailes in la alta e a f
	a special time	for Christians –		Talk about some	Take photos of
	for Christians	create easter		ways Christians	children's faces
	Unpack a bag	eggs		remember these	showing how
	containing items	representing the		stories at Easter.	Jesus' followers
	related to Palm	tomb.		How do	might feel at

		Sunday (e.g. Bible or storybook of Palm Sunday, donkey mask, white cloth or robe, cut-out palm leaves, flags, ribbons, percussion, the word 'Hosanna'). Ask children what they think they are for			Christians celebrate today?	different stages of the story, and get them to put the faces alongside a timeline of photos from Palm Sunday to Easter Sunday. Watch the CBeebies 'Let's Celebrate Easter' clips and make a collage cross.
Expressive Arts and Design	Our World Viewer Listen and Respond - Lovely Day by Bill Withers Games Track - Old MacDonald Had A Farm Games Track - Wheels On The Bus	Music - Charanga Our World	Music - Charanga Our World	Music - Charanga Our World	Music - Charanga Our World	Music - Charanga Our world
	Learn to Sing the Song - Old MacDonald Learn to Sing the Song - The Wheels On The Bus Share and Perform					

Creative Teach point Creative patterns, **Exploring different** ways to refine their artistic effects.

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

Listen and Respond - Beyond The Sea sung by Robbie Williams	
Games Track - Old MacDonald Had A Farm	•••
Games Track - Incy Wincy Spider	•••
Games Track - Wheels On The Bus	
Learn to Sing the Song - Old MacDonald	•••
Learn to Sing the Song - Incy Wincy	•••
Learn to Sing the Song - The Wheels On The Bus	
Share and Perform	•••

Creative Teach point -Camouflage Encourage children to work together to create a camouflage design. Can they think of different materials they might need, can they use previous taught skills to attach different materials.



Creative Teach Point – still life drawings Encourage children to mark make with greater precision using a variety of mark making materials. Creative

activities linked to topic books and free choice COOL time to create their own creations using



Creative Teach Pointshadow drawings

How is shadow formed? Can they find a suitable place to create a shadow drawing? Is it better inside or outside?

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

> Viewe	er	<u> </u>	Viewe	er
and d - Frogs nd is Teeth owhead			Listen and Respond - Ain't No Mountain High Enough	
Track - cDonald			Games Track - Old MacDonald Had A Farm	
Track -			Games Track - Incy Wincy Spider	
Track - w Row			Games Track - Row Row Row Your Boat	
Track -			Games Track - Wheels On The Bus	
Track -			Games Track - Hokey Cokey	••
Cokey o Sing ng - Old			Learn to Sing the Song - Old MacDonald	••
nald o Sing ng - Incy			Learn to Sing the Song - Incy Wincy	
o Sing			Learn to Sing the Song - Row Row Row	

Creative Teach point

Encourage children to share their creations and explain what, why and how they have used resources to create it.

Creative activities linked to topic books and free choice COOL time to

Listen and Respond - Singing In The Rain sung by Gene Kelly		
Games Track - Old MacDonald Had A Farm		
Games Track - Incy Wincy Spider	•••	
Games Track - Row Row Row Your Boat	•••	
Games Track - Wheels On The Bus	•••	
Games Track - Hokey Cokey		
Learn to Sing the Song - Old MacDonald	•••	
Learn to Sing the Song - Incy Wincy		
Learn to Sing the Song - Row Row Row	•••	

Viewer

Creative Teach point

Encourage children to reflect on their previous creations. performances and ideas. Can they share these with a class / group.

Creative activities linked to topic books and free choice

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