

Russell Street School



Reception - Summer 2- Theme: Sunshine and Sunflowers

Literacy

We are going to be learning about plants and animals in our local environment. We will be comparing fiction and non-fiction books. We will be describing characters from the book, writing instructions and creating leaflets all about gardening.

Mathematics

We will continue to practice counting forwards and backwards, subitising numbers and comparing and ordering numbers. We are going to learn how to double numbers. We will move onto sharing objects equally and linking this with odd and even numbers. We will be working on our problem-solving skills and team work to work on a variety of problems. We will also look at maps and plans and try drawing our own.

Physical Development

In P.E. our focus will be outdoor games, athletic skills and dance. We will develop our fine motor skills through a range of activities including: threading, playdough and cutting. The children will learn how to take part in races for Sports Day.

Communication and Language

We will be retelling our favourite stories in our own words. We will use non-fiction books to find out information about plants. We will be discussing our own ideas and experiences of gardening and plants.



Personal, Social and Emotional Development

We will be learning about changes and thinking about how we have changed. We will be thinking about how we are special and beginning our transition into Year 1.

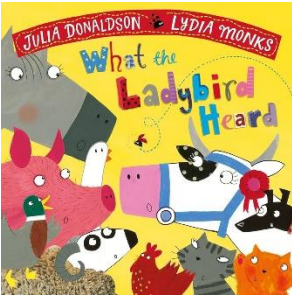
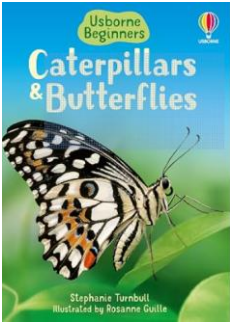
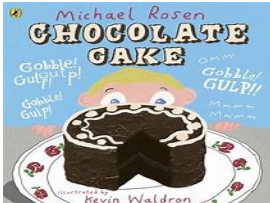
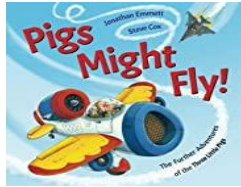
Expressive Arts and Design

We will be exploring a range of artists this half term, looking at the techniques they use in their work. We will use this to create our own piece of art work in the style of our own chosen artist.

We will be using our imagination to design and create our own gardens. We will have access to modelling and different materials at all times to explore and be creative. We will be taking part in musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.

Understanding the World

We will be looking at plants and labelling their different parts. We will be using what we have learnt about plants and gardens to design and create our own mini garden. We will explore different gardens that can be found in our local area and compare them to other gardens we have seen. We will be going on a walk around Stony Stratford to spot signs of summer. We will be looking at different types of plants and flowers on hunts around school and Stony Stratford. We will be learning about the lifecycle of a butterfly and observing our own caterpillars.

Phonics 	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Assessment Week
English	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Contexts	What the Ladybird Heard 	Caterpillars and Butterflies 	Errol's Garden 	Jack and the Jellybean Stalk 	Chocolate Cake 	Pigs Might Fly 

Set 1

m - a - s - d - t - i - n - p - g - o - c - k - u - b - f - e - l -
h - sh - r - j - v - y - w - th - z - ch - qu - x - ng - nk

Set 2

ay - ee - igh - ow - oo - oo - ar - or - air - ir - ou - oy

Set 3

a-e - ea - i-e - o-e - u-e - aw - are - ur - er - ow - ai - oa -
ew - ire - ear - ure - tious - tion

	Mathematics	Learning Intention and Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
1	Find my pattern Doubling	I can: Double numbers	Double, twice, same, add	Build doubles using real objects and mathematical equipment Build doubles on ten frames using pair wise pattern	Know that double means twice as many Know the difference between doubles and non-doubles Use ten frames using pair wise pattern to help children to see the doubles. Explore symmetry to recognise doubles
2	Find my pattern Sharing and grouping	I can: Share objects into 2 equal groups I can: Put objects into groups of 2, 3 or 4	Share, equal, fair, group,	Share objects into 2 equal groups. Group objects into groups of 2 and 3.	Build on knowledge of sharing things fairly. Share items equally so that all groups have the same. Recognise and make equal groups. Know that sometimes there are items left over when we share or group
3	Find my pattern Even and odd	I can: Find an even number of objects I can: Find an odd number of objects	Odd, even, pair, group, left over	Sort quantities of objects into odd or even Make a collection of odd and even items Sort Numicon into odd and even	Some objects can be grouped into pairs and some will have some left over. Even numbers can be shared equally into 2 groups, or get into pairs. Odd numbers cannot be shared equally into 2 groups, or get into pairs without one being left over. Recognise odd/even structure on number shapes and by building pair wise patterns on the ten frames. Recognise that if you add one to an odd number it becomes even and if you add one more to an even number it becomes odd. Understand that places and models can be replicated and look different from different positions. Use positional language to describe where things are in relation to other items.
	Spatial reasoning	I can: Describe where items are I can: Follow instructions	next to, on, over, under, into, around, through, behind, between	Follow instructions to build a model Look at objects from different view points- is it the same? What do they notice?	

		I can: Say what is the same, what is different			
4	On the Move Deepening understanding	I can: Solve problems I can: Work as a team	Plan, change, discuss	Solve problems Team work Make adaptations Review strategies	Develop critical thinking skills through extended problem solving
5	On the Move Patterns and relationships	I can: Solve problems I can: Recognise patterns I can: Continue patterns I can: Make my own pattern	Pattern, repeat, copy, continue,	Describe and continue ABBC pattern Compare blocks and rods, how many short blocks is the same as one long block?	Explore and investigate relationships between numbers and shapes Use a widening range of repeating patterns and symmetrical constructions. Look at patterns in stories
6	On the Move Spatial reasoning	I can: Find places on a map I can: Draw a map	Map, plan, view, next to, on, over, between, beside, first, next	Look at a range of maps and plans- talk about what they can see Draw their own map	Know that we can make maps and plans to represent places and use these to see where things are in relation to other things.

Week	Expressive Art & Design (Art)	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
1	Sing the “Busy in the Garden” song. Listen to sunshine-themed songs, such as <i>Walking on Sunshine</i>, <i>Sunshine on a Rainy Day</i>, <i>Here Comes the Sun</i> and <i>You Are the Sunshine of My Life</i> and talk to the children about how the music makes them feel. How would they dance to the music? Play the mirror dancing game.	WALT: perform and move in time with the music	Rhyme Perform	Learn and sing songs and rhymes as part of a larger group.	That music can have a different tempo and beat.
2	Explore artwork made by great artists. Display various pictures of gardens, such as <i>Bauerngarten</i> by Gustav Klimt, <i>The Flowered Garden</i> by Claude Monet, <i>Murnau The Garden II</i> by Wassily Kandinsky or <i>Flower Garden</i> by Emile Nolde. <u>The Royal Academy</u> website has a selection of garden paintings to explore. Invite the children to talk about what they can see in the pictures and which ones they like best. Remind the children of when Errol dreamed of a garden in the story <i>Errol's Garden</i> by Gillian Hibbs. Provide the children with a selection of ready-mixed paint, mixing palettes and brushes. Invite them to paint a dream flower garden using the paintings as inspiration. Create a flower garden gallery with the children's artwork.	WALT: mix colours and talk about my likes and dislikes.	Observe Techniques Media Materials	Explore artwork by famous artists and talk about their likes and dislikes.	Know what an artist does Know about an artist and the techniques they used
3	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Display paint colour charts showing different shades of yellow. Provide large pots of yellow ready-mixed paint, mixing palettes, strips of paper, brushes and small pots of blue, red, white, brown and black ready-mixed paint. Display the question 'How many shades of yellow can you make?'	Create Think of my idea Select materials Choose colours	Inspired Create Primary Secondary	Use primary and other coloured paint and a range of methods of application.	The primary colours are red, yellow and blue.

4	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Provide a range of beads, seeds, petals and lentils in shades of red, yellow and orange. Offer blue paper or card and invite the children to make transient images of the sun or a sunny scene. Take photographs of the images.	Design/ Think of my design Select the colours Select the materials	Design Imagination Combining Transient	Use natural materials and loose parts to make 2-D and 3-D art.	Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.
5	Use pictures, interests and experiences to inspire their creations. Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. Display the <u>Scarecrow picture card</u> and invite the children to discuss what they think it is and its use. Explain that when seeds are planted, birds like to eat them as food, so people need to scare birds away without hurting them. Display a selection of used CDs and show how they reflect the light as they move. Ask the children how this might help scare birds away. Explain that as the CD spins and the sunlight reflects off, it discourages birds from landing as they are scared by the light. Tell the children that they are going to make a CD mobile to protect their garden. Offer acrylic gems, silver foil, beads, glass pebbles, sequins and glue for the children to add extra sparkle and decoration to their CDs. Thread the finished CDs onto string and use them to create a mobile to hang in the garden.	Design Create design	Reflection Discouragement Protection	Explore significant products. Construct simple structures and models using a range of materials.	Some products are significant because they have changed the way people live their lives.
6	Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. Display a range of sun hats and talk about how they help keep us safe in the sun. Explain that they will make sun hats and must think about the different features they would like on their hat. Provide each child with a paper plate. Divide the centre of the plate into eight triangles and show the children how to cut along the lines to the rim of the plate and push them out to make the template for their hat. Display a range of cardboard, fabric, pipe cleaners, tissue paper, felt tip pens, staplers,	Combine materials/ Select materials Carefully place materials Attach with glue	Create Apply Adhesive Natural	Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.	A variety of materials can be used to create an end product.

	hole punches, scissors and glue for the children to create their sun hats. Act as a technician to support the children when making their hats. Take pictures of the children wearing their completed hats.				
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Week	Understanding the world: The World and People and Communities 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Arrange a visit to a local public space. Explore the environment and talk about the plants, trees and wildlife that live there. Talk about how the plants are cared for and what they need to grow and survive. Provide each child with a <u>Parks and gardens spotting sheet</u> to encourage them to look for a range of different flora and fauna in the environment. Take photographs of the different areas of the park, the plants and animals that live there and any special features.	Make observations. Look closely Say what you see Compare	Environment Plants Trees Shrubs Flora Fauna	Observe and describe living things and their habitats within the local environment.	A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic.
2	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Display photographs from the memorable experience. Invite the children to talk about the things they saw and discovered when they visited the park or garden, using the photographs to help. Support the children to put the pictures onto a large sheet of paper to make a photographic map of the park or garden. As you create the map, encourage the children to use positional language to describe where each park area should go. When the photographic map is complete, provide paper, pens and pencils for the children to draw and colour maps of the park or garden if they choose.	Use positional language. Design maps	Position Next to Behind Near In front of	Make and use simple maps in their play to represent places and journeys, real and imagined.	A map is a picture or drawing of an area of land or sea.
3	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Display photographs of the local environment throughout the year. Invite the children to talk about changes during each season, including the weather, plants and animals. Display the <u>Seasons picture cards</u> and ask the children to sort the	Identify the different seasons.	Season Change Weather Temperature Spring Summer Autumn	Notice and begin to describe patterns of weather in summer and winter.	The weather can change throughout the day, week and month. The weather is different at different times in the year.

	pictures into the appropriate season. Support children with the grouping activity. When they have grouped the pictures, ask the children to choose a picture to talk about. Encourage them to say what is happening in the picture, what season it belongs to and how they know.		Winter		
4	Explore the natural world around them, making observations and drawing pictures of animals and plants. Display the Flower picture cards and offer a range of wild or garden flowers and various magnifiers for close observation. Provide children with the Parts of a plant picture cards to help the children identify the plants' parts they can see. Encourage them to talk about the flowers and their similarities and differences. Explain that flowers are often brightly coloured to attract insects, who spread pollen to other flowers, helping to grow new plants. Provide paper and colouring pencils for the children to draw one of the flowers and label the different parts. Visit the Gardeners World website.	Make observations/ Look closely Say what you see Compare	Observe Similar Same Different	Begin to name and group plants and trees according to their observable features.	Plants and trees are living things. They can be identified according to their features, such as leaves, seeds and flowers.
5	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Provide a kit to raise butterflies and introduce the children to their life cycle. Display the kit with hand lenses, cameras or tablets and little books for the children to record the changes as they happen. Share <i>How Does a Butterfly Grow?</i> by RHS with the children and encourage them to ask questions as you explore the book together.	Make observations	Egg Caterpillar Chrysalis Cocoon Butterfly Change Metamorphosis	Explore the natural world around them and give simple descriptions, following observation, of changes.	Living things change over time. This includes growth and decay.
6	Explore the natural world around them, making observations and drawing pictures of animals and plants. Display the Sunflowers picture cards and encourage the children to describe how the plants look. Talk about the different parts of the plant. Share the book <i>I Can Grow a Sunflower</i> by RHS. Explain that sunflowers grow tall and that you are going to have a sunflower growing competition. Offer the children packets of sunflower seeds, compost, pots and trowels. Read the instructions with the children and plant the seeds. Encourage	Describe Follow instructions	Stem Flower Leaf Petal Stamen Roots	Name and describe basic features of plants and trees.	A sunflower is a type of plant. Parts of a plant include the roots, stem, leaves, flowers and petals. Plants need air, sunlight, warmth, water and

	them to explain how they will care for their sunflower, so it grows tall and strong.				nutrients from soil to grow.
7	Explore the natural world around them, making observations and drawing pictures of animals and plants Memorable experience: Arrange a visit to a local farm where the children can observe the animals that live there, discover which crops are grown and find out about the machines that help farmers do their work. Give the children time to notice the sights, sounds and smells of the farm. Before the visit, find out questions the children would like to ask. Take photographs of the children during the visit to create a photobook.	Observe	Habitat Woodland Pond Tractor Animal names	Observe and describe living things and their habitats within the local environment.	A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic. A farm is an area of land and its buildings used for growing crops and rearing animals.
8	Explore the natural world around them, making observations and drawing pictures of animals and plants. Take the children on a scavenger hunt in the school grounds. Before you go, invite the children to choose a friend to work with. Provide each pair with the <u>Scavenger hunt cut outs</u> a basket to collect objects and a tablet or camera to record their finds. Part of the hunt asks the children to look for textured objects. Read the sentences with the children and introduce them to the vocabulary to check that they understand what they are looking for. When the children return, invite them to share what they found. Compare the pictures and objects and talk about the objects' similarities and differences.	Compare	Wet Dry Hard Soft Rough Smooth Spiky Wavy	With support, observe, record and talk about materials and living things.	Objects, materials and living things can be looked at and compared.

White Rose Science to be taught throughout the term-- this is a continuation from last half term.

Summer	Theme	Vocabulary	Key questions	Adult led	Continuous provisions	Curriculum Links
Week 4	Happy and healthy 	Fruit, vegetables food ,choice picnic, doctor nurse ,exercise sometimes tired, sport help, well unwell, feeling every day, active body. hot, warm cool	What can we do to keep happy and healthy? Which foods would you eat every day/sometimes? What happens to our bodies during and after exercise?	After reading stories such as The Runaway Pea by Kjartan Poskitt or Which Food Will You Choose? by Claire Potter, talk about the different food in the books and discuss which foods we should eat every day and sometimes. Show children a range of fruits, vegetables and a variety of food packaging. Explain to children that we need to pack for a healthy picnic. Give two children a picnic basket each and ask them to select some food items to make their own healthy picnic. Compare the two baskets, to see if they have chosen the same or different items.	Enhance the role-play area with resources linked to health professionals, for example, a doctors surgery. Include props such as a stethoscope, thermometer, plasters, bandages and a doctor's coat for children to use in their play. Encourage children to take on the role of the doctor where they take care of the class teddy	Development Matters – Reception (PSED) Know and talk about the different factors that support their overall health and wellbeing... Birth to 5 Matters – Range 6 (Physical Development: Health and self-care) Eats a healthy range of foodstuffs and understands need for variety in food Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad Characteristics of a scientist Children concentrate and keep on trying if they encounter difficulties Talk about what they have done and found out
Week 5	Our wonderful world 	Litter, tidy mess, recycle rubbish, bin dirty, clean sort, plastic paper, cardboard, metal, glass plant, flower garden, bee minibeast, butterfly, wildlife	What is recycling? How can we sort objects for recycling? How can we look after our world?	After reading stories such as Michael Recycle by Ellie Bethel, provide children with a range of clean, recyclable objects. Explore sorting the objects into groups based on materials, then prompt children to place them in the correct recycling container. Encourage children to explain how they have sorted the objects and why they belong in each container. Encourage children to design their own recycling station, considering the different objects that are used and should be recycled in school.	Encourage children to take on the role of a recycling superhero and prompt them to walk around school looking for litter hotspots. When they find recyclable litter, encourage them to safely collect these objects and	Development Matters 3 and 4-year-olds Begin to understand the need to respect and care for the natural environment and all living things. Birth to 5 Matters – Range 5 Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment

					recycle them correctly	Characteristics of a scientist Enjoy achievements Ask questions to find out more
Week 6	We're going on an animal hunt 	Legs, wings head, body eyes, shell, soft, crawl slither, fly minibeast, ant ladybird, spider, slug snail, bee butterfly, wasp, woodlouse, beetle.	What animals/minibeasts can you see? How do you know it is a ____? What can you tell me about that animal? Where might you find a ____?	After reading books such as Curious Kids: Bugs and Minibeasts by Jonny Marx, explore the different features of the minibeasts. Discuss the colours or patterns children can see and how these help the minibeasts to camouflage, for example a caterpillar is green so as not to be seen by birds. Support children to talk about and sort images of minibeasts based on their features, for example, minibeasts with spots and minibeasts without spots.	Prompt children to go on an animal hunt outside and use simple recording to take note of what they see. As part of the hunt, children could also revisit the pollination station that they set up in the previous block. Here they might see minibeasts or other wildlife such as birds, that are attracted to the plants and flowers	Development Matters Reception Explore the natural world around them. Describe what they see, hear and feel whilst outside. Birth to 5 Matters Range 5 – Shows care and concern for living things and the environment Range 6 – Makes observations of animals and plants and explains why some things occur, and talks about changes Characteristics of a scientist Develop strategies for doing things Record what they notice

Week	Physical Development	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
1	Safely negotiating space Children show good control and coordination in large and small movements. Athletics	Identify and use athletics equipment/ Listen to the instructions Take turns Move in different ways Use different equipment	Equipment Instruction Travel Direction Coordination Control	Agility, coordination, flexibility, gross motor skills	Vocabulary of the names of P.E. equipment and ways of moving, importance of exercise as part of a healthy lifestyle
2	Safely negotiating space Children show good control and coordination in large and small movements. Athletics	Identify and use athletics equipment/ Listen to the instructions Take turns Move in different ways Use different equipment	Equipment Instruction Travel Direction Coordination Control	Agility, coordination, flexibility, gross motor skills	Vocabulary of the names of P.E. equipment and ways of moving. importance of exercise as part of a healthy lifestyle
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		Use different equipment			
5	Safely negotiating space Children show good control and coordination in large and small movements. Athletics	Identify and use athletics equipment/ Listen to the instructions Take turns Move in different ways Use different equipment	Equipment Instruction Travel Direction Coordination Control	Agility, coordination, flexibility, gross motor skills	Vocabulary of the names of P.E. equipment and ways of moving. importance of exercise as part of a healthy lifestyle
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NB. In addition, fine motor skills are taught and practised in Expressive Arts & Design, English, Handwriting and specific activities available in continuous provision (inside & outside). Gross motor skills also developed daily, through use of the large outdoor equipment .

Health and Self-care taught and supported daily through circle times, meal times and books. Parents encouraged to help children to develop self-care skills at home, as communicated through weekly parent updates.

Week	PSED 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Children to name key parts of their body. Changing me piece 1 – My body Children to work together to label as many parts of their body as they can. Link to website - Piece 1	I can name parts of the body. Draw around your partners body. Label the body parts you can see, both inside and outside.	arms legs head feet shoulders knees etc	Knowing the different body parts.	All of the parts of our bodies have different names.
2	Children to understand ways to keep their body happy and healthy. Changing me piece 2 – Respecting my body. Children to discuss the pictures they are shown, and then feedback ways of staying healthy. Link to website - Piece 2	I can tell you some of the things I can do and foods I can eat to be healthy. Discuss how to stay healthy. Decide how to keep your body happy.	respect healthy choices happy	Understanding that we can all make choices.	What the body requires to stay happy and healthy.
3	Children to recognise different life stages. Changing me piece 3 – Growing up. Children to order a life cycle of a human. They can then share what they are looking forward to about the future. Link to website - Piece 3	I understand that we all grow from babies to adults. Order the life cycle. Notice the changes. Think about the future.	grow develop age body change	Understanding that we will change as we get older.	Bodies change as we get older. You are not the same now as you were when you were a baby.
4	Children to discuss their thoughts about Year 1. Changing me piece 4 – Fun and Fears Part 1 Children to share what they are looking forward to about Year 1. Move on to addressing any worries they may have. Link to website - Piece 4	I can express how I feel about moving to Year 1. Discuss how you feel about Year 1. Share any worries you may have.	change stages new excited emotional	Know that it is ok to feel nervous and worried.	Everyone starts school in reception and then each year moves to a new year group.
5	Children to discuss their thoughts about Year 1. Changing me piece 5 – Fun and Fears Part 2 Children to share what they are looking forward to about Year 1. Move on to addressing any worries they may have. Link to website - Piece 5	I can talk about how I feel about my worries and/or the things I am looking forward to. Discuss how you feel about Year 1. Share any worries you may have.	change stages new excited emotional	Know that it is ok to feel nervous and worried.	Everyone starts school in reception and then each year moves to a new year group.

6	Children to share their favourite Reception memories. Changing me piece 6 – Celebration Children to share their favourite memories from their time in Reception. Link to website - Piece 6	I can share my memories of the best bits of this year in Reception. Share your favourite memories. Explain how you have changed.	memory reflect thinking	Know how to reflect on life events.	Every year you will have good memories to reflect on.
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NB. In addition, daily circles, daily 'check-in', support to develop friendships, restorative practice and turn taking games.

Week	Communication and Language	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
1	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Arrange a walk in your local environment or visit a local park. During the walk, talk about how the environment has changed throughout the year and point out how the trees have changed and look at the flowers that are blooming. Explain that the local environment is home to lots of living things, including plants and trees, and see if they can spot any animals, such as bumblebees, butterflies or ladybirds. Provide each child with a container to collect 'treasures' on their walk. Take lots of pictures of the children during the walk.	Talk about change.	Environment Change Bloom	Begin to observe and talk about living things in the local environment.	A habitat is a place where living things live. Living things, including plants and animals, live in the local environment.
2	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Display the <u>Outdoor fun picture cards</u>. Invite the children to discuss what is happening in the pictures and encourage them to talk about activities they enjoy outside. Provide opportunities for each child to share their thoughts and ideas and encourage them to listen to each other. Provide paper and pens for the children to draw a picture of them doing their favourite outdoor activity. Offer sound mats and word banks to add labels and sentences to their picture if they choose.	Express our ideas	Activity Opportunity	Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.	How to write a sentence.
3	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Display white carnations or celery sticks with leaves. Invite the children to talk about what would happen to the plants if they didn't have any water. Then ask how they think the plants take in water. When the children have had the chance to discuss their ideas, explain that plants draw water through their roots, which travels up their stems and into the leaves and petals. Provide clear plastic cups containing red, yellow and blue food colouring, diluted with water. Add a stick of celery or a white carnation to each cup. Ask the children what they think might happen to the celery or flowers. Provide magnifying glasses for the children to observe the changes throughout the day and during the following days, and take photos at different points to record the changes. Subsequently, challenge the children to use what they have	Explain occurrences	Roots Leaves Petals	Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.	Plants draw up water through their roots.

	observed to try different colours. Offer paper, pens and pencils for the children to draw the celery or carnations if they choose.				
4	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Set up a florists' role play area using the Florist display banner and Florist picture cards. Provide a till, notepads, pens, phones, toy money, buckets, artificial flowers, tissue paper, brown paper, cellophane, ribbon and string. Model how to use the materials to order and buy flowers, write messages, wrap and deliver. The children can make flowers using tissue paper and art straws. This activity is great for developing children's maths skills, and it also provides a great opportunity for developing language and writing.	Use new vocabulary in our role-play.	Florist Arrangement	Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.	Florists sell flowers. How to order and buy flowers. How to wrap flowers.
5	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Enjoys looking at books and sharing stories. Create a perfume-making station in a Tuff Tub. Provide boxes of flower petals, grass clippings, herbs, pestle and mortar, funnels, pipettes, water and small clear plastic bottles. Offer labels and pens for the children to name their scents and clipboards and paper to write the recipes.	Use new vocabulary in our play.	Perfume Scent Pestle Mortar Funnel Pipette	Show an understanding of the meanings of new words by using them in discussion and role play situations.	Perfume can be made using flowers and water. A recipe is something you use for making things eg perfumes and food.
6	Make comments about what they have heard and ask questions to clarify their understanding. Display slices of various summer fruits, including strawberries, watermelon, orange and peach in zip-lock bags for the children to investigate by touch or observation. Put slices of the same fruits in sealed plastic pots. Punch holes in the top of the pots and ask children to smell through the holes and identify the fruits.	Ask questions	Sense Smell Touch Look Who What Why When	Ask a relevant scientific question to find out more, explain how things work and why they might happen.	Question words include who why, what, when, where and how.

			How		
7.	Transition week. Make comments about what they have heard and ask questions to clarify their understanding. Ask questions about their new class/teacher etc.	Ask questions	Who What Why When How	Ask a relevant question to find out more, explain how things work and why they might happen.	Question words include who why, what, when, where and how.

British Sign Language

Throughout this term, children are taught to sign the letters of the alphabet. Following this, they learn to sign the initial letter of their name. Children are also taught songs to sign along to.

	1	2	3	4	5	6
Summer 2	Learn to sign: Alphabet song	Learn to sign: Alphabet song	Sign initial letter of their name	Sign initial letter of their name	Sign along: Golden song	Sign along: Pharrell Williams – Happy BSL

Modern Foreign Languages – French

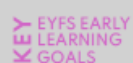
Throughout this term, children are taught the colours in French. They then apply this knowledge to a French variation of 'I Can Sing a Rainbow'.

	1	2	3	4	5	6
Summer 2	Red <i>rouge</i> Video link	Yellow <i>jaune</i> Video link	Purple <i>violet</i> Video link	Brown <i>marron</i> Video link	White <i>blanc</i> Video link	Rainbow song
	Blue <i>bleu</i> Video link	Green <i>vert</i> Video link	Pink <i>rose</i> Video link	Orange <i>orange</i> Video link	Black <i>noir</i> Video link	

Music (Sparkyard scheme)

TERM 3, STEP 3: Meet The Characters

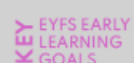
ACTIVITY	Come To The Party! Ideal for 1-2 sessions	Who's In The Forest? Ideal for 1-2 sessions	Join The Line Ideal for 2 sessions
WHAT'S ACHIEVABLE	- To select instrumental sounds - To explore the effects of combining sounds - To follow directions, knowing when to start and stop - To spot simple features of music and dance performances	- To select instrumental sounds, suggesting ways to play - To order and combine simple sounds - To follow directions, knowing when to start, stop or change sounds - To spot simple features of music and dance performances	- To select instrumental sounds, experimenting with ways to play - To order and layer musical sounds - To follow directions, knowing when to start, stop or change sounds - To spot simple features of music performances
SONG CHOICE	Fairytale Tea Party You Can't Catch Me! Who Am I? Little Red Riding Hood I'm The Big, Bad Wolf Wicked Mr Wolf Watch Out For The Troll I'm A Wicked Witch, That's Me! Fee, Fi, Fo, Fum Foxy Loxy Three Little Pigs	Fairytale Tea Party You Can't Catch Me! Who Am I? Little Red Riding Hood I'm The Big, Bad Wolf Wicked Mr Wolf Watch Out For The Troll I'm A Wicked Witch, That's Me! Fee, Fi, Fo, Fum Foxy Loxy Three Little Pigs	The Sky Is Falling Spring Chicken
WHAT YOU NEED	A range of untuned percussion instruments (including claves and cymbals); plates and cutlery	A selection of tuned and untuned instruments; pebbles with fairytale characters drawn/painted on them; outdoor space	A selection of untuned percussion instruments; tinfoil; beads; pasta; feathers
INTER-RELATED DIMENSIONS OF MUSIC	Dynamics Tempo Texture Timbre	Articulation Dynamics Structure Tempo Texture Timbre	Structure Tempo Texture Timbre
MUSICAL SKILLS Click here for the full Musical Skills document	Singing & Voice Play: 1, 6 Listening: 5 Playing & Exploring: 5, 7, 8 Composing & Notating: 6	Singing & Voice Play: 1, 6, 7 Listening: 4, 5 Playing & Exploring: 1, 2, 3, 4, 5, 7 Movement & Imagination: 4 Composing & Notating: 1, 2, 6, 8	Singing & Voice Play: 1, 6, 7 Listening: 1, 3, 4 Playing & Exploring: 1, 2, 3, 5, 7 Movement & Imagination: 1, 2
LISTEN/LOOK	Cinderella's Waltz from the ballet by Prokofiev 'Waltz' from <i>Sleeping Beauty</i> by Tchaikovsky	Extract from <i>The Sleeping Beauty</i> from the ballet by Tchaikovsky	Chicken Reel by Leroy Anderson
LESSON FEATURES	 GET PLAYFUL	 GET PLAYFUL  GET OUTDOORS	 GET PLAYFUL
EYFS EARLY LEARNING GOALS			



 Communication & language
  Physical development
  Personal, social & emotional development
 Literacy
  Mathematics
  Understanding the world
  Expressive arts & design

TERM 3, STEP 4: Perform A Story!

ACTIVITY	Story Sound Effects Ideal for 2-3 sessions	Story Sound Maps Ideal for 2-3 sessions	Story Sound Boxes Ideal for 2-3 sessions
WHAT'S ACHIEVABLE	- To use simple sound effects to tell a story - To perform a story as a group - To sing songs with expression	- To use simple sound effects to tell a story - To create musical scores - To experiment with musical structure - To improvise movement in response to sounds	- To create and perform simple sound effects - To create and follow musical scores
SONG CHOICE	<i>The Three Billy Goats Gruff</i> : Once Upon A Time Watch Out For The Troll Trip, Trip-Trap Splish!	Fairytale Tea Party Who Am I? Any songs from: <i>The Three Little Pigs</i> ; <i>Goldilocks and The Three Bears</i> ; <i>Red Riding Hood</i> ; <i>Chicken Licken</i> ; <i>The Musicians of Bremen</i> ; <i>Jack and The Beanstalk</i> ; Books Are Amazing!	Come With Me To The Beach Fun At The Seaside We're Going To Find The Octopus Hey, Mr Pirate! The Wheels On The Bus Old MacDonald We're Off To Rhyming Land I Am A Giant Sparkle and Shine
WHAT YOU NEED	Tuned instruments (glockenspiels, xylophones, chime bars, boomwhackers); wind chimes; shakers; claves; drums; cymbals; thunder drum	Large sheets of paper; pens; variety of percussion instruments; wrist bells	A cardboard box; pens, paper etc. for decorating; sensory items related to the song, e.g. picnic rug, parachute, blue fabric, pebbles, shells, sea-creature toys, buckets and spades, guiro, maraca, rainstick, ocean drum, thunder drum, food wrappers, containers, metal bowls, water tray, xylophone
INTER-RELATED DIMENSIONS OF MUSIC	Dynamics Pitch Structure Tempo Timbre	Dynamics Pitch Structure Tempo Timbre	Dynamics Structure Timbre Tempo
MUSICAL SKILLS Click here for the full Musical Skills document	Singing & Voice Play: 1, 6 Listening: 2, 4 Playing & Exploring: 1, 2, 4, 6, 8 Movement & Imagination: 3 Composing & Notating: 1, 2, 5, 6, 7	Singing & Voice Play: 1, 7 Playing & Exploring: 1, 2, 4 Movement & Imagination: 3, 6 Composing & Notating: 1, 2, 6, 7	Listen: 1, 3, 5 Singing & Voice Play: 1 Playing & Exploring: 1, 2, 4, 7 Movement & Imagination: 3, 4, 7 Composing & Notating: 1, 2, 6, 7, 8
LISTEN/LOOK	'The Lonely Goatherd' from <i>The Sound Of Music</i> by Rodgers & Hammerstein	'Aquarium' from <i>Carnival Of The Animals</i> by Saint-Saëns <i>Baby Elephant Walk</i> by Henry Mancini Prelude in D major from <i>Te Deum</i> by Charpentier	The sea organ in Zadar, Croatia
LESSON FEATURES	 GET OUTDOORS  TAKE IT HOME	 GET PLAYFUL	 TAKE IT HOME  LEARNING LINE
EYFS EARLY LEARNING GOALS			



 Communication & language
  Physical development
  Personal, social & emotional development
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RECEPTION MUSIC CURRICULUM – MUSICAL SKILLS

LISTENING	SINGING & VOICE PLAY	PLAYING & EXPLORING	MOVEMENT & IMAGINATION	COMPOSING & NOTATING
1 Describe sounds and music using simple language (e.g. loud/quiet/fast/slow/scary). 2 Identify sounds in the environment and match instruments to sounds. 3 Describe and compare sounds created by instruments and voices. 4 Listen and respond to simple musical instructions (e.g. performing correct action, stopping when the music stops, responding to changes in dynamics or tempo). 5 Listen to music and respond with simple ideas 'the music makes me think of...' 6 Listen and remember a sequence of sounds (e.g. high, low, high).	1 Join in with familiar songs as part of the class or small group. 2 Build a bank of familiar songs and rhymes (e.g. counting songs, nursery rhymes, routine songs) and talk about them with others. 3 Use singing voice in play activities (e.g. in role play, playing in sand). 4 Experiment with voice sounds (long, short, high, low sliding, humming) and understand the difference between a 'speaking' and a 'singing' voice. 5 Copy simple phrases showing an awareness of pitch and rhythm. 6 Respond to the structure or mood of a song or rhyme (e.g. anticipating a chorus, adding appropriate actions or changing voice). 7 Show an awareness of others when singing and performing (e.g. taking turns in musical games, working with a partner, showing awareness of audience).	1 Experiment with different ways to create sound in both play and teacher-led activities (e.g. using instruments, sound-makers, body percussion). 2 Handle instruments and sound-makers with increasing control (e.g. tapping claves together), using simple dynamics (loud, quiet) and tempo (e.g. fast, slow). 3 Name instruments and sort them by their material (e.g. wood, metal) or how they are played (e.g. shake, tap). 4 Improvise instrumental and vocal sounds in response to a stimulus (e.g. loud sounds for lion, squelchy sounds for 'mud'). 5 Use instruments to accompany a simple song (e.g. tapping the pulse or adding simple tuned accompaniment). 6 Play simple rhythms and melodies from songs (e.g. tapping syllables). 7 Explore the effect of combining sounds. 8 Respond to simple musical cues (e.g. knowing when to start and stop, simple dynamics). 9 Experiment with simple musical patterns (e.g. tap, shake, tap, shake; high, low, high).	1 Move to the pulse of the music when singing. 2 Tap pulse and/or simple rhythms 3 Explore a range of expressive movements to match sounds (e.g. actions, body percussion, dance). 4 Respond to agreed musical cues (e.g. adding appropriate action, stretching tall as the music gets higher). 5 Listen and copy simple sound and movement sequences. 6 Invent movements in response to musical cues (e.g. circling dance ribbon slowly to match slow music; mark-making to music). 7 Respond freely to songs and music, exploring ideas and following own paths of interest.	1 Choose sounds for a purpose, trying out and adjusting musical ideas. 2 Choose descriptive sounds to match characters or objects (e.g. bells for twinkly stars). 3 Play with the structure of a simple song to create new versions (e.g. replacing words, adding actions). 4 Create simple musical patterns (e.g. play/stop/play/stop; saucepan/sieve/saucepan; loud/quiet/loud/quiet). 5 Follow simple notation (e.g. picture cards). 6 Use a variety of notations to represent musical ideas (e.g. pictorial, natural objects, storyboards). 7 Create music from non-musical starting points (e.g. artwork, movement, nature). 8 Reflect on music-making (e.g. what worked well/what could we change?).
				