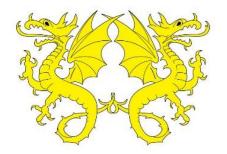


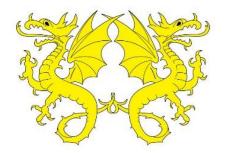
[Purpose of Learr	Understanding the world Understanding the key features of a life cycle of a plant and an animal Begin to understand the need to respect the environment and all living thingsbees To begin to understand the seasons and the differences between them [Purpose of Learning Journey 6: Expressive Arts and Design Remember and sing entire songs (songs for the infant sing a long) Personal social and Emotional development (transition) Become more outgoing with unfamiliar people in the safe context of their setting Show more confidence in social situations Links to Prior Knowledge: Knowledge of songs and seasons									
Links to Prior Kno	•			ge of songs and seasons						
Links for Relevan	inks for Relevance and Currency:Their natural surroundings, taking care of the world around them: looking at how things develop and changemmersion Event / Activity:June story									
Immersion Event	/ Act	ivity:	June stor	y						
Celebration of Le	arnir	.g:	End prod	ucts						
English Links:			Listens to s	tories with increasing attention and recall.						
Maths Links:			Patterns,	3D shapes						
Subject	Lesson	Age and Stag Developmer (Key Knowledge o	it -	Knowledge and Skills embedded through:	Outcomes	Values	Outdoor Learning	Links Curricu Drive	ılum	TASC
CL UW		Communication and Language Enjoy listening to lor stories and can reme much of what happe Use a wider range of vocabulary. <u>Understanding the v</u> Talk about what the using a wide vocabu	nger ember ens. f <u>vorld</u> ey see,	<u>Summer 1 day 1</u> Discuss holidays – what did they do? Did anyone go anywhere? Read 'Mama is it Summer yet?'	To reflect on their holidays Think about the new season	~				





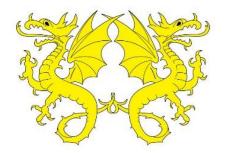
	Understand the key features of the life cycle of a plant and an animal.					
CL UW M EA&D	Communication and Language Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Talk about what they see, using a wide vocabulary. Understanding the World Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	<u>Summer 1 day 2</u> Read 'Mama is it Summer yet? Think and talk about the new season and what makes this season different and also some similarities Make a weaving card in a suns-shape, children to weave wool and make different patterns	To recognise similarities and difference between seasons	✓		~
UW C & L	Communication and LanguageEnjoy listening to longer stories and can remember much of what happens.1Use a wider range of vocabulary.Understanding the world Talk about what they see, using a wide vocabulary.	<u>Summer 1 day 3</u> Read 'Mama is it Summer yet Look at the picture, compare it with other pictures of the seasons, which are the same which are different	To recognise similarities and difference between seasons	✓		~





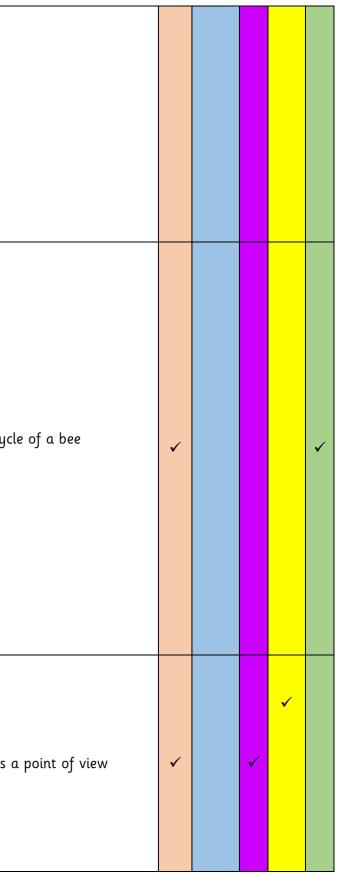
	Understand the key features of the life cycle of a plant and an animal Begin to understand the need to respect and care for the natural environment and all living things.					
U W C & L	Communication and LanguageEnjoy listening to longer stories and can remember much of what happens.Use a wider range of vocabulary.Understanding the world Talk about what they see, using a wide vocabulary.Understand the key features of the life cycle of a plant and an animal Begin to understand the need to respect and care for the natural environment and all living things.	<mark>Summer 1 day 4</mark> Read 'Mama is it Summer yet Use papier mâché to make different things/ animals linked to summer and the beach	To recognise similarities and difference between seasons			
		Expressive arts and Design over the week Paper mâché Cardboard sun weaving Coloured card booklets				
Cl UW	2 .Communication and Language Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understanding the world	<u>Week 2 Day 2 The Boy and The Goat</u> Read the story of the Boy and the Goat <u>https://seasonalcurriculum.co.uk/the-boy-and-the-goats/</u> Make the characters in the story – horse, goats, bee, dog Make bees using cones and paint, thinking about the different bees they had learnt about last term. Make hobby horses using cardboard and sticks	To understand the lifecycle of bees Listen to an oral story	~		~

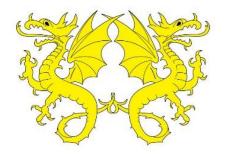




		Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal Begin to understand the need to respect and care for the natural environment and all living things.		
EAD	2	Communication and Language Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understanding the world Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal Begin to understand the need to respect and care for the natural environment and all living things.	<u>Week 2 Day 3 The boy and the coat</u> Tell the story of the Boy and the Goat <u>https://seasonalcurriculum.co.uk/the-boy-and-the-goats/</u> Make a house and fencing for the goats – explore different materials for making enclosures for goats e.g. stone, wood, cloth. Talk about the bees and how important they are for the life cycle of plants and the earth. Talk the children about bee hives Show them a pretend bee hive Make bee keeper hats with boxes	Understand the lifecy Importance of bees
UW CL	2	Understanding the world Begin to understand the need to respect and care for the natural environment and all living things. Communication and Language Be able to express a point of view and to debate when they disagree with an adult	<u>Week 2 Day 4 The boy and the goat</u> Tell the story of the Boy and the Goat <u>https://seasonalcurriculum.co.uk/the-boy-and-the-goats/</u> P4C: Rights – we all have the right to a home (article 27). Show images of different places goats live ie farm fenced in, open field, cage. Where should goats live? Are goats happy living on farms?	To be able to express

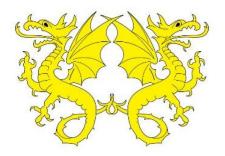






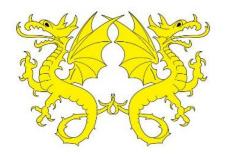
or a friend, using words as well as actions.				
Communication and Language Enjoy listening to longer stories and can remember much of what happens.Use a wider range of vocabulary.Understanding the world Talk about what they see, using a wide vocabulary.Understand the key features of the life cycle of a plant and an animal Begin to understand the need to respect and care for the natural environment and all living things.	Week 2 Day 5 The boy and the goat Tell the story of the Boy and the Goat <u>https://seasonalcurriculum.co.uk/the-boy-and-the-goats/</u> Make honey biscuits	To understand the life cycle of a bee.		
Expressive arts and DesignExplore colour and curingmixingExplore different materialsfreelyTake part in simple pretendplay	Expressive Arts and design over the week 2 Make bees with fir cones Make hobby horses Make fences Make bee hives and bee keeper hats Make biscuits	To explore colour and curing mixing To explore different materials freely To Take part in simple pretend play To understand the need to respect and care for bees and other things in the natural environment		
CL 3 Communication and Language Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary.	<u>Week 3 Day 1 The Billy Goats gruff</u> <u>https://seasonalcurriculum.co.uk/the-billy-goats-gruff/</u> Read the story of the Billy Goats Gruff using the story apron. Colouring of characters. Go in KS1 hall and use the mats to make a river and apparatus to make bridges in small groups. Act out the story. Make some mid-summer wands, peel the sticks and make wands	To enjoy listening to longer stories and can remember much of what happens		~
			~	~





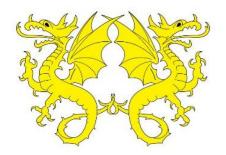
CL PD	3	Communication and Language Enjoy listening to longer stories and can remember much of what happens. Physical Development Use one-handed tools and equipment, for example, making snips in paper with scissors.	<u>Week 3 Day 2 The Billy Goats gruff</u> <u>https://seasonalcurriculum.co.uk/the-billy-goats-gruff/</u> Read the story of the Billy Goats Gruff. Make bridges using pieces of wood and nails. Paint them.	To use one-handed tools and equipment, for example, making snips in paper with scissors.		
CL M	3	Communication and language Enjoy listening to longer stories and can remember much of what happens. Maths Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.	<u>Week 3 Day 3 The Billy Goats gruff</u> <u>https://seasonalcurriculum.co.uk/the-billy-goats-gruff/</u> Read the story of the Billy Goats Gruff. Go on a trail, take a map to find the characters, look for the characters and then make a story map. Re-enact the story	To describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.		
EAD PD	3	Expressive arts and design Develop their own ideas and then decide which materials to use to express them. Physical development Use one-handed tools and equipment, for example, making snips in paper with scissors	Week 3 Day 4 The Billy Goats gruff https://seasonalcurriculum.co.uk/the-billy-goats-gruff/ Read the story of the Billy Goats Gruff. Make their own goats using pipe cleaners Make the goats Make the trolls Look at the different sizes, talk about small medium large, make comparisons	To develop their own ideas and then decide which materials to use to express them. To use one-handed tools and equipment, for example, making snips in paper with scissors		
		Expressive arts and design over week 3 Develop their own ideas and then decide which materials to use to express them	<u>Expressive arts and design over week 3</u> Make goats Make bridges Make goats Make trolls	To develop their own ideas and then decide which materials to use to express them. To use one-handed tools and equipment, for example, making snips in paper with scissors		
EAD	4	Expressive arts and Design Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm	<u>Week 4 Day 1 The Sun Egg</u> Read 'The Sun Egg' to when owl, squirrel and crooked-root see the sun egg. Dance in hall – moving like an Elf, gnome, bird, frog, snail, lizard, squirrel, owl. Copy a dance for the sun (spring), leaves (autumn) and snow (winter).	To move as different animals to music To recognise similarities and difference between seasons		





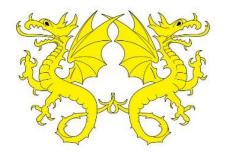
EAD			Week 4 Day 2 The Sun Egg	To explore different materials		
		Expressive arts and Design	Continue reading 'The Sun Egg'.			
			Papier mâché sun egg.			
		Explore different materials				
		freely, in order to develop				
		their ideas about how to use				
		them and what to make.				
		Expressive arts and Design				
			Week 4 Day 3 The Sun Egg			
EAD		Explore different materials	Make clay sun eggs.	To explore different materials		
LAD		freely, in order to develop	Explore texture of clay.			
		their ideas about how to use	What happens when we put clay in water?			
		them and what to make.				
		Expressive arts and Design				
EAD	4		<u>Week 4 Day 4 The Sun Egg</u>	To explore different materials		
LAD	4	Explore colour and colour-	Paint clay sun eggs – colour mixing to make orange	To explore different materials		
		mixing.				
		Personal Social and				
		Emotional Development	<u>Week 4 Day 5 The Sun Egg</u>	To recognise similarities and difference		
EAD	4	Make healthy choices about	Cook eggs	between seasons		
		food, drink, activity and	Cook eggs			
		toothbrushing.				
		Expressive arts and design				
		Explore different materials	Expressive arts and design over week 4			
		freely, in order to develop	Papier mache sun egg			
PD	4	their ideas about how to use	Clay sun egg	To explore different materials		
ΤD	-	them and what to make	Make mid-summer fairy wands (peel sticks)	To explore colour mixing .		
			Make ma-summer Julig wantas (peer sticks)			
		Explore colour and colour				
		mixing				
		Understanding the world				
		To use all their senses in	Week 5 Day 1 Dinosaurs			
		hands on exploration of	Discussion about what we know about dinosaurs – are they living? Did a human ever meet a	To understand the key features of a life		
UW	5	natural materials.	dinosaur? How do we know dinosaurs exist? Show images of fossils.	cycle To explore different materials		
			Jigsaw fossils?			
		Talk about what they see	Create their own fossils using clay			
		using a wide vocabulary				
			Week 5 Day 2 Dinosaurs			
		Understanding the world	Dinosaur food – what did dinosaurs eat? Did all dinosaurs eat the same?	To plant seeds and care for growing plants		
UW	5	Plant seeds and care for	Dinosaur habitat – where did they live? Where did they come from? Like birds from eggs.			
		growing plants.	Make dinner for a dinosaur	To Understand the key features of the life		
			Create dinosaur habitat	cycle of a plant and an animal.		





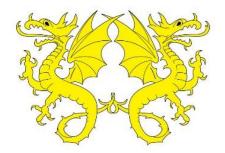
M	5	Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. <u>Mathematics</u> Make comparisons between objects relating to size, length, weight and capacity	<u>Week 5 Day 3 Dinosaurs</u> Size of dinosaurs – compared to us. Make dinosaur footprints to walk on Make a dinosaur nest and an egg	To beegin to understand the need to respect and care for the natural environment and all living things. To make comparisons between objects relating to size, length, weight and capacity			
PSED	5	Personal Social and emotional development Choose the right resources to carry out their own plan. Talk about the differences between materials and changes they notice.	<u>Week 5 Day 4 Dinosaurs</u> What happened to the dinosaurs? Can we still see them today? Hide dinosaurs in ice cubes. How can we free the dinosaurs? Make a life size dinosaur	To choose the right resources to carry out their own plan. To talk about the differences between materials and changes they notice			
	6	Expressive arts and design Remember and sing entire songs	Week 6 Day 1 Pirates and the high seas. Introduce the theme In a bag have Pirate hat Treasure Treasure box Play some pirate songs and children to do the actions A sailor went to sea sea sea https://www.youtube.com/watch?v=eTIKRaiYVxM The big ship sails on the alley alley o (do the actions) https://www.youtube.com/watch?v=kJKG42gCbxk Play the ships game https://www.ssgreatbritain.org/wp-content/uploads/2021/05/port_starboard_game.pdf Go noodle pirate song https://www.youtube.com/watch?v=lWrCShif9R8	To remember and sing entire songs			
	6	Expressive arts and design Remember and sing entire songs	<u>Week 6 Day 2 Pirates and the high seas.</u> Remind the children of the songs Show them how to make pirate hats.	To remember and sing entire songs			





6	Expressive arts and design Remember and sing entire songs	Week 6 Day 3 Pirates and the high seas. Remind the children of the songs Show the children how to make jolly roger flags	To remember and sing entire songs			
6	Expressive arts and design Remember and sing entire songs	<u>Week 6 Day 4 Pirates and the high seas.</u> Remind the children of the songs Show the children how to make treasure Go on a treasure hunt with a map	To remember and sing entire songs			
	<u>Week 6 Expressive arts and</u> <u>design</u> To take part in pretend play Explore different material Develop their own ideas and decide which materials to use	Expressive arts and design over week 6 Pirate hat Pirate boat Pirate sword Sing sea shanties Make parrots Treasure maps Make treasure	To take part in pretend play To explore different material To develop their own ideas and decide which materials to use			
PSED 7	Personal social emotional <u>development</u> Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations.	Week 7 Day 1 TransitionTransition – read storiesTalk to the children about their new schoolsExplain if that some of the children will be going to preschoolSome of the children will be going to new schools.Ask them what question would they like to ask their new teacher or current adultsIn the big book children to draw pictures of the new / current adult and annotate their questions	To become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations.			
UW 7	Understanding the world Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Week 7 Day 2 Seaside and holidays Transition – read stories Talk about their favourite holidays, where in the world have they been. Show a world map and photos of different landscapes.	To continue to develop positive attitudes about the differences between people. To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		V	
EAD UW 7	Expressive arts and design Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	<mark>Week 7 Day 3 Seaside and holidays</mark> Transition – read stories Paddling pool for beach play. Tuff tray with sand, pebbles and shells.				





Understanding the world				
Use all their senses in hands-				
on exploration of natural				
materials. • Explore				
collections of materials with				
similar and/or different				
properties.				
	Week 7 Expressive arts and design over the week.			
	Make elder friendship bracelets			
	Make cake to cook on the fire			
	Make cards			
	Draw their new/ current adults			

