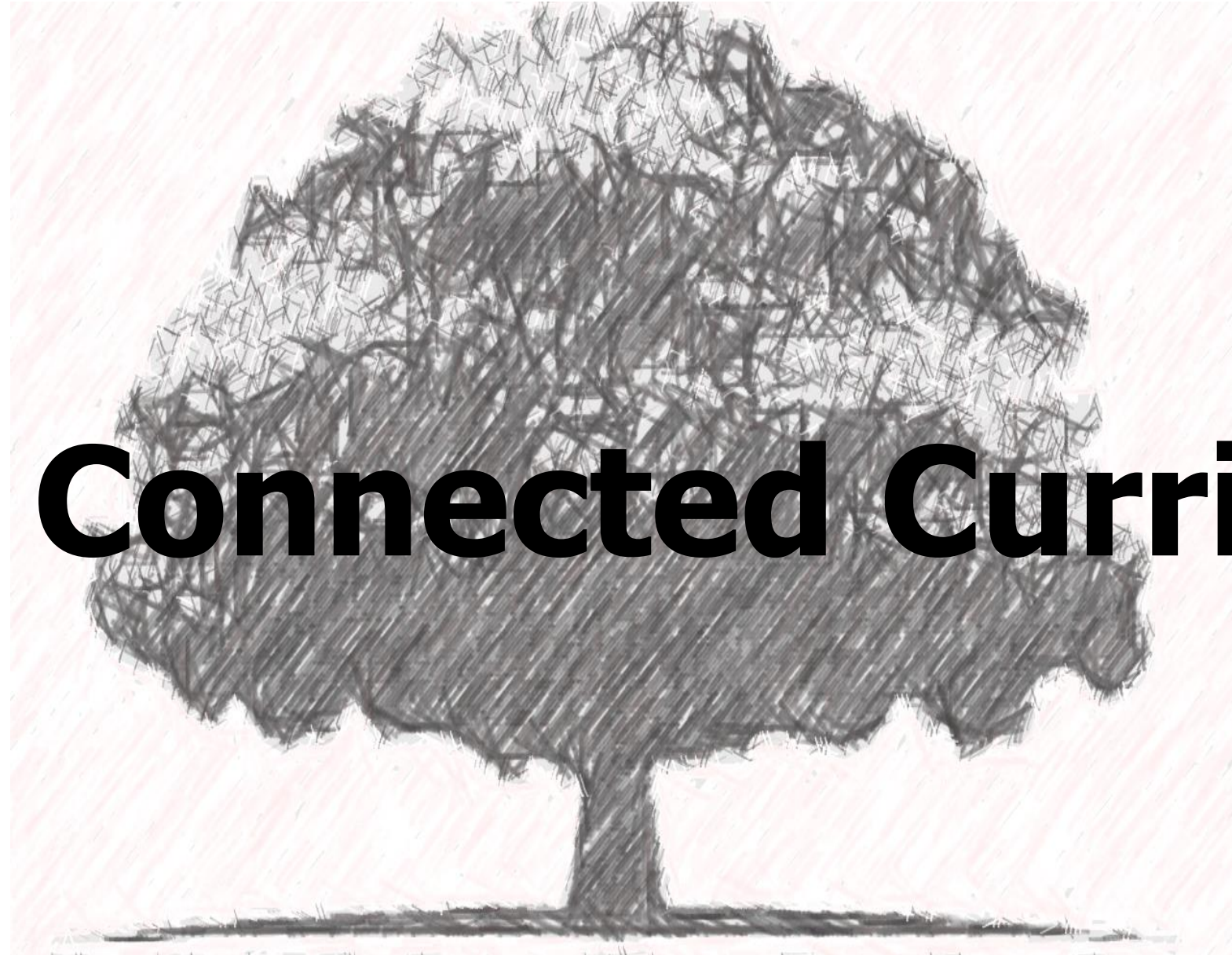


Kelsall Connected Curriculum



'A Love for Learning'

Kelsall Primary & Nursery School

Connected Overview – Reception



Cheshire Academies Trust
Inspiring hearts and minds



Kelsall Connected Curriculum

The curriculum at Kelsall Primary School developed over a number of years is firmly rooted in and stems directly from our Vision, Mission and Core Values;

Our Vision – ‘A Love for Learning’

Our Mission – ‘To inspire the highest quality learning in a **creative, collaborative** environment’

Our Core Values – Be Curious, Creative & Kind

We want children to develop ‘A Love for Learning’ and a motivating desire to develop as a learner, finding out more about the World they live in and the boundless opportunities that are all around them.

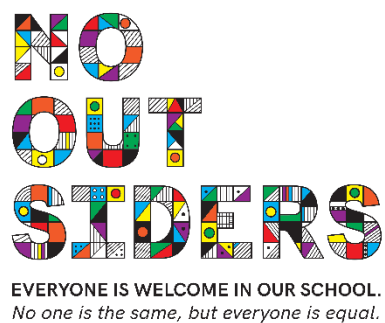
Implementation

At Kelsall, our Connected Curriculum is planned around the development of Knowledge, Skills and Understanding. Our teachers have the freedom to develop innovative and effective approaches to teaching in order to create a curriculum that is tailored to their class and the children's very specific needs. We ensure a curriculum that nurtures fascination and imagination and promotes an appreciation of creativity & individuality. One that also works in strong partnership with parents and carers to ensure high standards, engendering a strong sense of community, where all children and families are key to the delivery of a challenging, inspirational and innovative curriculum. Core knowledge and skills are at the heart of the learning process with the children exploring a wide range of topics, to prepare them for life. There is a strong focus on English, Maths and IT. This includes emphasis on encouraging children to develop their spoken English well and to apply their skills to everyday life.

As a school we encourage personal development – to help children grow up happy and healthy. This develops children's confidence, enhancing their ability to learn, and helping them to grow up to become responsible adults.

Impact

The impact of our connected curriculum is evident through the monitoring and evaluation cycle, where leaders, in particular subject leads take a holistic view. They reflect on current practice and seek to develop innovative and creative approaches to further enhance the curriculum offer for all children.



Our Early Years Curriculum



Our Early year's curriculum at Kelsall is designed to provide educational programmes that sit under the 7 areas of learning outlined in the statutory framework. We aim to provide a rich curriculum to support and promote the holistic development of each and every child at Kelsall Primary and Nursery School. We adopt the Pathways to Write methodology to support and promote emerging language and literary skills and this can sometimes further impact other areas of our provision as the children become engaged in exciting opportunities. Our curriculum is flexible to enable us to appropriately meet the needs of the children in our setting. The curriculum map gives examples of this but in reality, the possibilities are endless, it all depends on the children!


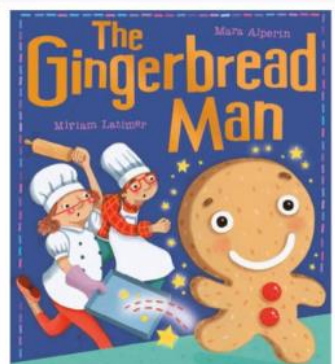
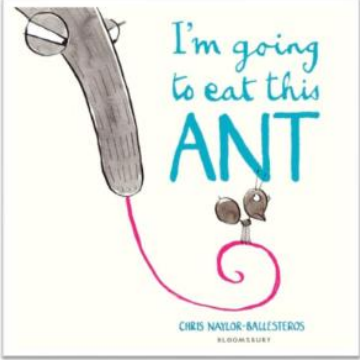
Our curriculum is creative, adaptable and responsive to the needs, interests and wants of each child in our care to ensure they develop a 'love of learning' at an early age, building firm foundations for future success.

We identify that for children to learn effectively, the provision must be tailor-made to the interests, needs and motivations of the children who attend it. We recognise that the uniqueness of children should be celebrated and valued therefore we work closely with families to personalise their nursery experience to make it meaningful, exciting and motivating.

Intrinsic motivation is key in enabling children to engage in deep and meaningful learning experiences. When children are displaying high levels of wellbeing and involvement, this is when the magic happens!! We use the Leuven scales to measure levels of wellbeing and involvement to maximise young children's potential and reflect on practice.


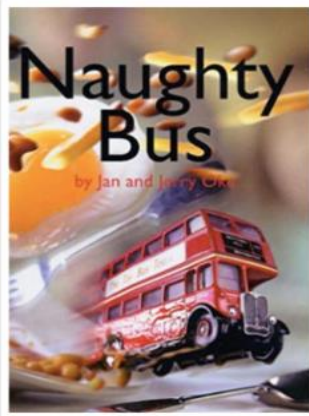

To be effective in learning, focus is placed on children being ready, willing and able to learn. At the end of children's time in the Early Years at Kelsall, we aim for them to be independent, creative, resilient and autonomous little learners. We place focus of the processes of learning as opposed to heavily placing emphasis on the outcomes and the EYFS considers these qualities through the characteristics of effective learning.

The characteristics of effective learning enable practitioners to empower children to have the confidence and self-belief to try new things and master skills during play that develop life-long learning. Concentrating on how children learn by supporting their wellbeing and learning strategies enables them to be more self-reliant, active learners who can exercise control over their own lives. Focussing on how children learn, supports them to develop their emotional and cognitive ability that will give them sufficient knowledge and understanding, that will enable them to have 'control over their lives'. Recognising these characteristics in daily observations ensures that practitioners can plan purposeful play experiences in relation to children's needs and interests to support children to construct positive attitudes to learning that will last a lifetime.

Subject	Autumn Term 1 (5 th September 2022 - 21 st October 2022)	Autumn Term 2 (1 st November 2022 – 16 th December 2022)
	 <p>The Gingerbread Man by Mara Alperin Additional texts: Rosie's Walk by Pat Hutchins A Great Big Cuddle by Michael Rosen Biscuit Bear by Mini Grey The Gingerbread Man by Lesley Sims</p>	 <p>I'm going to eat this ANT by Chris-Naylor Ballesteros Additional texts: Flashlight by Lizi Boyd Guess who's in the trees/grass/sand by Camilla Bedoyere</p>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Establish and embed Reception rules, routines (morning activity, break time, tidy up time, mats in the block area, notice board, waiting for activities outside) and general boundaries Establish rules and expectations of Reception Introduce members of staff and areas of the school they may be unfamiliar with. Develop a sense of responsibility through classroom tidy up jobs Develop relationships with adults and peers To wash hands and use the toiler independently Introduce conscious discipline techniques to begin to support managing peer conflict and to develop assertiveness Introduce sand timers as a strategy to support turn taking Introduce children to their Y6 buddy. Recognise different emotions and understand how people show emotions To focus during short whole class activities To put coat on independently Begin to develop friendships <p>Links to text: - Baking role play area - Retelling the gingerbread story with wooden spoons and story cards - Different enhancements around the classroom –encouraging pupils to try new activities and develop confidence - Trip to a bakery/local shops – link to pupils' own experiences</p>	<ul style="list-style-type: none"> Continue to model and promote expected behaviours and routines Encourage children to develop confidence and self-esteem through sharing their experiences through show and tell type activities Continue to promote strategies to support children to take turns with resources Continue to develop friendships and seek out companionship with adults and children Continue to support secure relationships to develop, model friendly behaviour Establish relationships with Y6 buddies To talk about how they are feeling To consider the feelings and needs of others <p>Links to text: Send home a task for pupils to go on a bug hunt with their families and draw images/take photos of their findings – bring back to share with the class - Move like a bug game (images on dice)</p>
Communication and Language - Listening, Attention and Understanding - Speaking and listening	<ul style="list-style-type: none"> Provide opportunities to develop listening and attention skills: environmental sounds, body percussion and instrumental sounds. (spot the difference, rhythm sticks, clapping rhythms, I say you say) Model conscious discipline language to support children to verbalise feelings, needs and emotions. Support, encourage and model asking for help Model good looking, listening and sitting – positive choices Support and develop understanding of when questions (Day or night PP) Know many rhymes Support starting a conversation with an adult or a friend Model the use of a wider range of vocabulary Model good listen carefully during group times as well as turn taking To understand why listening is important and follow directions Provide opportunities for children to talk in front of a small group <p>Share 'All about me' bags with the class to get to know each other. Now Press Play Wellcomm</p>	<ul style="list-style-type: none"> Provide opportunities to enjoy listening to longer stories Know many rhymes Model language and share a quality texts to support children to develop and use a wider range of vocabulary Engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions Respond to instructions with more than one step Provide opportunities for children to ask questions in front of whole class Use sand timers to extend concentration of children <p>Now Press Play Wellcomm</p>
Key Language and Vocab to introduce:	Piping hot, scurrying, tumbled, scampered, bleated, whirled, toppled, swirled, smirked, scrambled, cinnamon milk, churns, barn, haystack, thistles, orchard, meadow, lane, river bank, baker	Wriggling, stinging, served, smothered, splattered, simmering, scooped, speared, scrumptious, supper, ant, anteater, tongue, smoked, savoury, seared, sundried, sautéed, salami


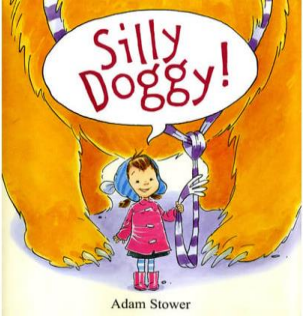
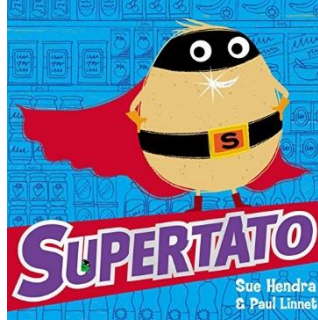
<p>Physical Development</p> <ul style="list-style-type: none"> - Gross motor - Fine Motor 	<ul style="list-style-type: none"> • Introduce to gross motor equipment and support children to use safely e.g. wearing helmets bikes on scooters, travelling in anticlockwise direction around the track on wheeled toys, looking out for children crossing the track • Introduce PE lessons and establish PE routine • PE: Cheshire Dance • PE: Explore moving in different ways • Promote lots of fine motor opportunities to develop strength in fingers (Dough Disco, tweezers, threading, stretch band etc) • To move safely in a space • Develop control when using equipment • Follow and take turns • Continue to support use a dominant hand • Mark make to support writing • Use a tripod grip when using mark making tools (pinch and flick) • Baking gingerbread cookies with buddies (gross and fine motor) <p>Links to text:</p> <ul style="list-style-type: none"> - Threading laminated gingerbread men with string- - Acting out chasing the gingerbread man –large and small movements - Dough –gingerbread dough, cutters, buttons - Gingerbread stamping –gingerbread cutters and paint - Using large tweezers to decorate gingerbread men with various materials e.g. buttons, small pebbles - Bakery role play -using various sized spoons for mixing/collecting flour 	<ul style="list-style-type: none"> • Christmas Yoga & Reindeer run • Silent disco • Support knowledge and understanding of how to use tools safely – hammering pumpkins and using a hot glue gun • PE: Parachute and team games • Crayon disco • Hold scissors correctly and cut along a straight and zigzagged lines • Use a tripod grip when using mark making tools • Accurately draw lines, circles and shapes to draw pictures • Continue to support children to hold a knife correctly and use to cut food <p>Links to text:</p> <p>Use pincers to collect ants from a sensory tub</p> <ul style="list-style-type: none"> - Move like a bug game (images on dice) - Ant farm mazes –follow the maze with a pencil - Threading (anteater tongue) - In PE pupils could move around like ants and anteaters
<p>Literacy</p>	<ul style="list-style-type: none"> • Teach RWI phonics • Develop phonological awareness through providing opportunities to develop listening and attention skills: environmental sounds, body percussion and instrumental sounds • Begins to segment the sounds in simple words and blend them together • Start to link sounds to letters, naming the sounds and linking to the alphabet • Add some marks to their drawings, which they give meaning to e.g. mummy • Promote enjoying drawing freely • Encourage engaging in story times • Provide opportunities for children to read words containing familiar letter groups • Use Fred and Fred talking activities • Start to segment sounds in words then correctly blend them together • Begin to identify letter in their own name <p>Links to text:</p> <ul style="list-style-type: none"> - To create their own drawings to represent the story and orally retell it. Pupil’s drawings will be labelled with marks appropriate to their development stage. 	<ul style="list-style-type: none"> • Teach RWI phonics • Encourage children to retell and act out traditional fairy tales with story sacks and puppets • Continue to link sounds to letters, naming the sounds and linking to the alphabet • Support children to make a representation of a favourite character in the story. Able to say which character it is and express some information about the character • Sequencing to encourage recall • Promote enjoying drawing freely • Hear and say initial sounds in words – Set 1 phonics • Begin to link sounds to some frequently used digraphs – th, sh, ee • Begin to read high frequency words – red words • Give meaning to marks – self-portraits and family portraits • Use Fred and Fred talking activities • Introduce helicopter stories to develop story telling skills • Identify letter in their own name <p>Links to text:</p> <ul style="list-style-type: none"> - To write a list of foods for a different animal – linking to initial sounds that can be heard
<p>Maths</p>	<p>Power Maths Scheme</p> <ul style="list-style-type: none"> • Introduce group time counting, modelling saying one number for each child in order. • Now and next counting • Speaking numbers to ... <p>Links to text:</p> <ul style="list-style-type: none"> - Counting buttons to put on a gingerbread man –use a dice to give the amount - Measuring the length of different sized gingerbread men - Bakery role play –using various sized tubs/containers - Numicon printed patterns on gingerbread men templates - Numerals on gingerbread men 	<p>Power Maths Scheme</p> <ul style="list-style-type: none"> • Develop understanding of cardinal principle • Talk about and explore 2d and 3d shapes, introduce language to describe e.g. sides, straight, corners, pointy <p>Links to text:</p> <ul style="list-style-type: none"> - Counting animal legs - Matching a number of ants/animals to numerals
<p>Understanding the World</p>	<ul style="list-style-type: none"> • Develop positive attitudes about differences between people (learning names, looking at the different types of houses people live in – who lives in your house?) • Talk about difference in materials through cooking (ginger bread people) 	<ul style="list-style-type: none"> • Crib Service - St Phillips church trip (Nativity Story) • Talk about difference in materials through cooking – gingerbread men. • Talk about family and Christmas traditions

	<ul style="list-style-type: none"> Autumn Nature Walks to collect Autumnal objects <p>Links to text:</p> <ul style="list-style-type: none"> - Use chatter kids app for pupils to take images of the gingerbread man and record what he might say - Investigate what happens to gingerbread if left in water 	<ul style="list-style-type: none"> Family decoration afternoon Christmas party Shire horse centre Trip <p>Links to text:</p> <ul style="list-style-type: none"> - Observing different bugs - Visitor bringing in different mini-beasts - Worm observation jar - Seasonal changes around school for this time of year –observing changes - Looking at different animal habitats
Expressive Arts and Design	<ul style="list-style-type: none"> Teach action songs with visuals and props (singing spoons, singing stones, etc) and Makaton signs. Teach seasonal songs e.g. Hairy, Scary Castle, Autumn colours, Autumn leaves, I’m a little hedgehog <p>Links to text:</p> <ul style="list-style-type: none"> - Transient art gingerbread men –having a gingerbread man template and various art materials to place on top - Creating a boat for the gingerbread man to use to get across the river - Story stones - Baker’s role play area 	<ul style="list-style-type: none"> Making marks to music (the nutcracker) Exploring colour and mixing - Firework brusho Introducing Inks for colour mixing Teach Christmas songs Rehearse Nativity Show emotion in paintings and drawings – Self portraits Transient art Making Christmas cards – Christmas tree with sticks Making Christmas decorations <p>Links to text:</p> <ul style="list-style-type: none"> - Singing different songs: Ants go marching in - Fly swatter painting - Animal restaurant role play –add different pictorial menus to the restaurant -
Home Learning	<ul style="list-style-type: none"> Parents/Carers to send a picture of them with their family to settle children Parents/Carers can decorate a paper gingerbread house Parents/Carers to ... 	<ul style="list-style-type: none"> Write CVC words linked to the book Create a bug hotel in your garden Look for different animals in your garden

Subject	Spring Term 1 (4 th January – 17 th February 2023)	Spring Term 2 (27 th February – 31 st March 2023)
	 <p>Naughty Bus by Jan and Jerry Oke Additional texts: On the road with Mavis and Marge by Niamh Sharkey You can't take an elephant on the Bus by Patricia Cleveland Peck The train ride by June Crebbin</p>	 <p>Home by Emma Levey Additional texts: A Great big cuddle by Michael Rosen Hattie Peck by Emma Levey Home by Carson Ellis The way back home by Oliver Jeffers</p>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • How to be a kind friend • Becoming more aware of the similarities and differences between themselves and other in the class • To use taught strategies to support turn taking • Focus during longer whole class lessons • Begin to show resilience and perseverance in the face of challenge, takes risks and try new things or new social situations • Begin to work as a group with support <p>Links to text: - Discuss why the bus is naughty and the importance of apologising - Helping others/people who help us - Feeling lonely and scared - Homework task –ask the pupils to create some ideas for a new story with their family –The - - - - Naughty Bus at night time</p>	<ul style="list-style-type: none"> • Encourage children to think about how they can be kind and introduce 'compliments' • Identify and moderate their own feelings socially and emotionally • Consider the feelings and needs of others through group activities • To listen to the ideas of other children and agree on a solution and compromise <p>Links to text: - Who looks after them and what makes them feel special? - Family trees – who is in my family? - Working as part of a group or class adjusting to the situation – Mud kitchen, role play, cave making - Confident to try new activities and speak in familiar groups – enhancements - Watch chicks hatch and understand the process of this.</p>
Communication and Language <ul style="list-style-type: none"> - Listening, Attention and Understanding - Speaking and listening 	<p>Continue to ...</p> <ul style="list-style-type: none"> • Develop conversations with adults and other peers • Provide opportunities to develop listening and attention skills: environmental sounds, body percussion and instrumental sounds. • Provide many opportunities so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Model conscious discipline language to support children to verbalise feelings, needs and emotions. • Model good looking, listening and sitting 'watch me' • Support and develop understanding of when questions • Provide opportunities to listen in different kinds of environments to focus attention - Link to text • Model activities where sounds and patterns can be copied through careful listening • Real life story telling – Link to text • To begin to understand a range of complex sentence structures • To model talk in sentences using conjunctions e.g. and, because <p>Now Press Play – Bus Journey</p>	<p>Continue to ...</p> <ul style="list-style-type: none"> • Develop conversations with adults and other peers • Provide opportunities to develop listening and attention skills: environmental sounds, body percussion, instrumental sounds and sounds of the environment. Animals music linking to the animals in the book (sounds when they are hatching) • Provide many opportunities so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Model conscious discipline language to support children to verbalise feelings, needs and emotions • Support, encourage and model asking for help during learning and play • Model good looking, listening and sitting 'watch me' 'my turn your turn' • Support and develop understanding of when questions • Provide opportunities to listen in different kinds of environments to focus attention - Link to text • Model activities where sounds and patterns can be copied through careful listening • Real life story telling – Link to text • Support children to enjoy listening to longer stories and can remember much of what happens • Develop their communication (irregular tenses and plurals) • To use new vocabulary in different contexts (modelled by adults and displayed on wall) • To engage in non-fiction books and follow stories without pictures or props <p>Now Press Play – Hatching/Families Traditional tales</p>
Key Language and Vocab to introduce:	full, important, mess, handsome, silliest, lonely, powerful, cosy, tucked up, tall, London, buildings, traffic, bus stop, passengers, garden, pond, reflection hook, winch	elements, abandoned, chaotic/chaos, embark, enormous, guided, shudder, treacherous, teetered, blustery, hatched, hatchling, coop, sea, rooftop, chimney, gutter, city, mountain, cave

<p>Physical Development</p> <ul style="list-style-type: none"> - Gross motor - Fine Motor 	<ul style="list-style-type: none"> • Using tools and equipment safely – making sure i • Fine motor threading – Valentines cards • PE: Obstacle courses – movement in different ways, different speeds. Including throwing, rolling, kicking • Introduce RWI formation rhyme name sheets to support anticlockwise movements • Use a tripod grip when using mark making tools • To write letters using the correct letter formation and control the size of letters • Develop accuracy when throwing to a target • To create short sequences linking actions together and including apparatus • <p>Links to text:</p> <ul style="list-style-type: none"> - Baked beans in builder’s tray to make pathways through and to pick up using pincers - Draw the route the bus takes on a map with a pencil - Bedtime routines and personal hygiene - In PE pupils could travel in different ways around a route (London) 	<ul style="list-style-type: none"> • Team games – linked to text • Using tools and equipment safely Around the world adventure yoga • Hold scissors correctly and safely • To write letters using the correct letter formation and control the size of letters • Create short sequences using shapes, balances and travelling actions <p>Links to text:</p> <ul style="list-style-type: none"> - As animals travel across various equipment, explore different ways of travelling: teetering across treacherous ledges, soaring through, sliding, creeping - Mud kitchen – bake birthday cakes, enjoy mealtimes - Mark making –Going on a journey through different settings, focusing on gross and fine motor skills, then into mark making - Writing/drawing with feathers - Cave gloop – footprints, trails, patterns - Weaving linked to knitting – through gates, wooden railings, scarf hangers, geo boards
<p>Literacy</p>	<ul style="list-style-type: none"> • Teach RWI Phonics • Continue to provide many opportunities and activities to promote awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Continue to use Fred and Fred talk activities (segmenting and blending) • Hear and say initial sounds in words – Set 1 phonics • Use to link sounds to some frequently used digraphs – th, sh, ee • Model segmenting and blending through play • Use developing phonics knowledge to read simple phonically decodable words and simple sentences <p>Links to text:</p> <ul style="list-style-type: none"> - To write a recount of the adventures of Naughty Bus and where he went. 	<ul style="list-style-type: none"> • Teach RWI Phonics • Use some of their print and letter knowledge in their early writing • Support to children to write some or all of their name • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Introduce Fred and begin Fred talk activities (segmenting and blending) • World book day • Use developing phonics knowledge to read simple phonically decodable words and simple sentences <p>Links to text:</p> <ul style="list-style-type: none"> - To write their own re-telling of the story. https://www.youtube.com/watch?v=IEey4LZLeG w&t=93s - Watch a chick hatch from its egg https://www.youtube.com/watch?v=F38tIGO5TF Y&t=77s and talk about how it pecks its way out. - Write about what they have seen.
<p>Maths</p>	<p>Power Maths Scheme</p> <ul style="list-style-type: none"> • Introduce dice games to promote children to subsidise • Introduce number rhymes to support formation of numbers • Activities to support showing numbers to 5 on fingers • Positional language (link with obstacle courses) • Talk about familiar routes <p>Links to text:</p> <ul style="list-style-type: none"> - Sorting vehicles - Number parking bays for vehicles - Build London/town and explore 3D shapes - Make a 3D London bus - How many people on the bus? How many if 1 gets off? (+/-) - Paying for us fare using coins and matching numicon - Position language – where is the bus now? - Construction Area: cardboard boxes and tubes for children to create the London Underground and their own transport ideas. 3D shapes for constructing buildings. 	<p>Power Maths Scheme</p> <ul style="list-style-type: none"> • Introduce comparing groups at group time e.g. more than/fewer than • Continue to support 1:1 correspondence • <p>Links to text:</p> <ul style="list-style-type: none"> - Design a hat and scarf for Hattie using repeating patterns - Number match with animals - Counting animal legs – adding together - Laying the table ready for mealtime - Size linked to beds, scarves, bath tubs, bowls, - Sorting with feathers – colour and size animal patterns
<p>Understanding the World</p>	<ul style="list-style-type: none"> • Care for the tortoises • Trip to Delamere forest – on a ‘good bus’ • Learn and research animal facts 	<ul style="list-style-type: none"> • Birds and reptiles from around the world Begin to plant seed and learn how to care for growing plants – herbs in the allotment • Explore difference in materials – sinking and floating

	<ul style="list-style-type: none"> • Making teeth biscuits – Valentine’s Day • Talk about collections of material that are similar and different – Link to texture • Visit from a Red Bus – reading bus <p>Links to text:</p> <ul style="list-style-type: none"> - Make a pond in the builder’s tray and explore floating and sinking - Have a class fish to observe and look after - Take Naughty Bus outside into school grounds. What plants and mini beasts does he see on his adventure? - Giant maps for mark marking, bus routes. Images of the local area to inspire comparison with London—Similarities and differences – looking at a town and city. 	<ul style="list-style-type: none"> • Hatti’s eggs hatching – Link to Easter • Spot signs of spring – Changes in seasons • Plant pots for Mother’s Day • Mother’s Day cards • Birds from around the world – bird watching • Life cycle of a hen • Map of the school • Journey birds might go on <p>Links to text:</p> <ul style="list-style-type: none"> - Animals that live in caves - Floating and sinking linked to bath times - Shadows - Live egg hatching - Similarities and differences between themselves and others – book discussions on family and homes - Making parachutes - Seasons linked to snow and rain
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Bus role play – All aboard to Bobo Road • Guided drawing – London landmarks or a Big Red Bus • Textures – different wheels • Writing and playing music with dots and lines <p>Links to text:</p> <ul style="list-style-type: none"> - Singing different songs: The wheels on the bus/London Bridge is falling down - Driving vehicles through paint and on to paper - Use junk modelling to make London buses - Home role play – add images and props from the book e.g. tins of beans - Create huge maps of the route the bus could take and annotate/label - Create a huge London bus using block play blocks - Home role play – add images and props from the book e.g. tins of beans 	<ul style="list-style-type: none"> • Enhance role play area with visuals of different birds hatching • Draw pictures of the chicks that have hatched - observational drawings • Opportunities to develop drawings of chicks over a longer period of time (week 1, week 2, week 3 etc) • Listen and enjoy the I’m a Spring Chicken song <p>Links to text:</p> <ul style="list-style-type: none"> - Using a range of art media create big art, cities, new settings, animals and Hattie - Animal patterns - Music at bedtime- lullaby and instruments - Making caves - Decorations for the party - Role play opportunities/ block play/small world. - Bake cakes for the party and for parents – link to Mother’s Day
<p>Home Learning Ideas</p>	<ul style="list-style-type: none"> • Plan your own journey on a bus – where would you go? 	<ul style="list-style-type: none"> • Following on from reading the story of Hattie Peck, find out about which animals lays eggs. https://www.youtube.com/watch?v=FeCzAulpSqQ Draw pictures of them and label them such as penguins, crocodiles, flamingos. • Hattie Peck loves her family. Can you write down what you love about your family?

Subject	Summer Term 1 ()	Summer Term 2 ()
	 <p>Silly Doggy! by Adam Stower Additional texts: A Great Big Cuddle by Michael Rosen Hello Kitty by Adam Stower Hairy Maclary by Linley Dodd</p>	 <p>Supertato by Sue Hendra Additional texts: Supertato series by Sue Hendra Even superheroes have a bad day by Shelley Becker Super Duck by Jez Alborough The Gigantic Turnip by Aleksei Tolstoy and Niamh Sharkey</p>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Understanding the perspective of others How others feel and express their emotions in different situations Encourage collaboration Develop relationships with other adults around the school To manage own basic needs independently Control their emotions using a range of techniques <p>Links to text:</p> <ul style="list-style-type: none"> - Role play of different parts of story - Provide masks/ accessories such as hats so pupils can take on character roles - Work in groups with common goal: sorting props in groups, working together - Pupils share predictions of story, listening to each other's ideas, building on/questioning them - Pupils mirror bears emotions from facial expression in book. How does it feel when you get lost? - What makes us feel sad? 	<ul style="list-style-type: none"> Support transition to Y1 class – develop relationship with new teacher and environment Discuss positive changes Transition activities Have confidence to communicate with adults around the school – supporting transition Show resilience and perseverance in the face of challenge To maintain focus during extended whole class teaching To follow instructions of three steps or more <p>Links to text:</p> <ul style="list-style-type: none"> - How can we be heroes? Who can we help? Discuss people who help us - Would you forgive Evil Pea? Discuss forgiveness - Discuss which school rules Evil Pea is breaking
Communication and Language <ul style="list-style-type: none"> - Listening, Attention and Understanding - Speaking and listening 	<p>Continue to ...</p> <ul style="list-style-type: none"> Use language to imagine and recreate roles and experiences in play situations Introduce a storyline or narrative into their play and allow children to predict stories Explore the meaning and sounds of new words Use talk to organise, sequence and clarify thinking, ideas, feelings and events Listen and respond to ideas expressed by others in conversation or discussion Develop their own narratives and explanations by connecting ideas or event Encourage children to share songs, or rhymes with others in their family To understand questions such as who, what, where, when, why and how To use talk to organise, sequence and clarify thinking, ideas, feelings and events To provide opportunities for children to draw conclusions – The dog barked because... <p>Now Press Play – Animals/Feelings</p>	<p>Continue to ...</p> <ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Model conscious discipline language to support children to verbalise feelings, needs and emotions. Support, encourage and model asking for help Model good looking, listening and sitting 'watch me' Support and develop understanding of when questions Provide opportunities to listen in different kinds of environments to focus attention - Link to text Model activities where sounds and patterns can be copied through careful listening Real life story telling – Link to text To talk about why things happen To model talk in sentences using a range of tenses <p>Now Press Play – Superhero</p>
Key Language and Vocab to introduce:	<p>wonderful, lovely, shaggy, short, terrible, emergency, sticky, mucky, pretty, secretly, garden, paws, tail, park</p>	<p>Flannel, commit, crept, snuck up, yelled, summoned up, cornered, closed in, belonged, escapee, air, arched, frozen, vegetables</p>
Physical Development <ul style="list-style-type: none"> - Gross motor - Fine Motor 	<ul style="list-style-type: none"> Continue to support and promote fine motor skills opportunities to develop finger strength Promote 'pinch and flick trick' to support children to use a tripod grip to make marks Use tools and equipment safely without direct supervision Team games that require group work To move safely with confidence and imagination, communicating ideas through movement – move safely with equipment too Explore movement using a prop with control and coordination Move with control and coordination, copying, linking and repeating actions 	<ul style="list-style-type: none"> Talk about and identify healthy and unhealthy foods – linked to text Sports Day Transition to Y1 Hold scissors correctly and cut out pictures and objects close to the line Create drawings with details and labels To independently use a knife, fork and spoon to eat a range of meals Follow instructions and move safely when playing tagging games Play by the rules and develop coordination

	<ul style="list-style-type: none"> Form letters and numbers independently using anti-clockwise movements <p>Links to text: Look at how bears move - Role play how the bear got from the safari to the garden using an obstacle course that pupils can make in outdoor area - Make marks, label pictures, write titles for the book, make poster of lost animals etc - Look at Chester Zoo map and create a safari park outside – ride-ons can be cars travelling through the zoo - Weave on fences to create enclosures using scarves, pipe cleaners, ribbon etc</p>	<p>Links to text: - Frozen peas and tweezers - Put an amount in each container/ save the frozen evil peas from the jelly! - Play with Mr Potato head - Attach clothing by lining up clip and hole - Create a super hero assault course outside - Dance write - Tell the story of Supertato and ask the pupils to act out his actions e.g. flying through the air, lifting up the cheese, washing broccoli. On a large roll of paper encourage the pupils to make exaggerated marks showing how he moved e.g. swirls for flying through the air, large dots for stomping through the supermarket, line jumps to show jumping over tins of beans, circular marks to show him washing broccoli - Healthy eating - Use paper plates and art resources to make healthy dinner - Five a day - What would your five be?</p>
Literacy	<ul style="list-style-type: none"> Continue to develop fluency in reading <p>Links to text: To orally retell the story To write a shortened version of the story</p>	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing Write some letters accurately Father’s Day cards Father’s Day picnic – Superhero Dad Develop reading further ready for Y1 <p>Links to text: A wanted poster with character description</p>
Maths	<p>Power Maths Scheme</p> <ul style="list-style-type: none"> 2 times table How many more, how many less Shapes that make up an animal (circle face, triangle ears) Teddy bears picnic – How many – adding and subtracting <p>Links to text: - Props from book – Sorting wellies, hats, bows and scarves according to patterns etc - Use compare bears for counting, sorting and comparing - Counting in 2s using wellies - Length investigation with scarves - Maths problems relate to story: Safari animals going missing – subtracting - Compare two groups of props: more, fewer - Use 2d and 3d shapes to create enclosures for the animals</p>	<p>Power Maths Scheme</p> <ul style="list-style-type: none"> Superhero journey around the world – directions <p>Links to text: - How many peas in a pod? Pupils shell peas to count and record how many - Sort and classify vegetables - List class favourite vegetables - Investigate making repeating patterns with cake toppings - Simple problems involving addition and subtraction, using supermarket items</p>
Understanding the World	<ul style="list-style-type: none"> Talk about bears, where they live and what they eat How to care for pets Teddy bear picnic <p>Links to text: - Discuss pupils’ pets/class pet. How do you look after them? - Discuss safari/ zoo animals. Who looks after them? What do some of the animals need? Space, enclosure, food, shelter etc - Allow the pupils to explore interactive Chester Zoo map using a tablet or laptop - Using Chester Zoo website – ‘How to make wild flower wellies’ - Have a visit from George the Dog (school therapy dog) - Invite parents/carers in for a bear picnic – write invitations</p>	<ul style="list-style-type: none"> Trip to the beach with buddies Father’s Day picnic Harvest the crops Plant sunflowers Spanish Day <p>Links to text: - Where do our vegetables come from? How do they grow? - Vegetables frozen in ice - observe what happens. How can we make the ice melt faster? - Grow your own potato kits www.growyourownpotatoes.org.uk - Use green screen technology to retell the story of Supertato - dress up as superhero characters - Make vegetable soup/ mashed potato. Look and describe a potato before boiling- notice the changes - Invite parents in for a soup and bread afternoon</p>
Expressive Arts and Design	<ul style="list-style-type: none"> Different textures Design invitations for picnic Make cakes and biscuits to serve. Class story telling <p>Links to text:</p>	<ul style="list-style-type: none"> End of year card to buddies Potato printing Role play area – superhero props <p>Links to text: - Vegetable heroes- Create superhero vegetables with pipe cleaners, googly eyes and small pieces of fabric</p>

	<ul style="list-style-type: none"> - Build a safari/ enclosure that a bear could live in and not escape from - Role play story using masks and props. - Act out and recite 'We're going on a bear hunt' by Michael Rosen (watch the video) - Bear hunt- forest school, build shelter for a bear - Bear plate craft - Read and act out the poem 'I am hungry' by Michael Rosen - Using Chester Zoo map or local zoo/safari park map, create own safari park or zoo map with your favourite animals - Foot prints with wellies and animals prints – create patterns - 	<ul style="list-style-type: none"> - Vegetable prints - Super hero dress up and supermarket role play - Make own superhero mask - Make paint patterns using kitchen utensils
<p>Home Learning Ideas:</p>	<ul style="list-style-type: none"> • Use junk modelling resources to create enclosures for the characters from the text • Go on a 'wild flower walk' and see how many different flowers you can see 	<ul style="list-style-type: none"> • Design your own superhero costume – What superpower would you have? What would your cape look like? What would be your superhero name? • .

