

Personal, Social & Emotional Development

- *SCARF Scheme (Safety, Caring, Achievement, Resilience & Friendship). Growing & Changing - Seasons, Life Stages, Where Do Babies Come, Getting Bigger & Me & My Body.
- *Circle time, small group & Foundation Base games & activities
- *Show confidence in trying new activities, talk about their ideas and choose the resources they need.
- *Characteristics of Effective Learning, record observations on Tapestry (playing & exploring, active learning and creating & thinking critically)
- *Show & Tell sessions
- *'Tree of Success' & Dojo reward system for behaviour & learning
- *Class rules for indoor & outdoor areas, routines & expectations – kind, polite, helpful & perseverance
- *Team building through Outdoor Learning
- *Shows sensitivity to others needs & feelings.
- *Transition sessions to Year 1 & Reception.

Literacy

- *Weekly fiction focus books – What a Waste, Somebody Swallowed Stanley, Dear Earth, Little People Big Dreams (David Attenborough & Greta Thunberg), Leaf, My Green Day, Mother Earth is Weeping & 10 Things I Can Do Today.
- *Use non-fiction books to find information about the topic such as Bees, Trees & Seas.
- *Exploring & handling topic books in the Book Nook
- *N2s – Continue to introduce phase 2 phonics
- *Letter formation & handwriting practise.
- *Fine motor skills – pencil grip, scissor skills, funky fingers & dough gym activities
- *Reading books - 1:1 & group reading sessions
- *Role Play – with writing paper, mark making tools & books.
- Reception – Little Wandle Revised Letters & Sounds**
- *Daily phonics, weekly review sessions & daily catch-up sessions.
- *Revisit all phases 2-4 Letters & Sounds & Tricky Words
- *Reading & writing three & four letter words (CVC, CVCC & CCVC)
- *Letter & caption writing, lists, letters, simple sentences, punctuation, connectives, story openers, rhyming, adjectives, recording information & story mapping, writing, structure & sequencers.

Understanding the World

- RE
- *Daily Collective Worship, song & prayer
- *Discovery programme – Creation Computing
- *Log onto the computers using names & password/QR code - 2paint, White Rose 1-Minute Maths, Reading eggs & Mathseeds
- *Paint a picture using ICT equipment.

Communication & Language

- *Vocabulary - language associated with the Eco, Recycling & Environment – such as climate change, erosion, recyclable, compost, land fill, energy, biodegradable, reduce & reuse.
- *Show & Tell – children to bring in special photographs, books or toys from home to talk about & answer questions
- *Engaging with stories, games & play
- *Discussion around Tapestry Online Learning Journals & Home Learning Journals – what have we learnt, how could we learn more & what are our next steps?
- *Additional fiction & non-fiction books for the children to read independently & share with one another.
- *Imaginative role play area & small world play
- *Snack, lunch & carpet time (Talk Partners)
- *Discussions about our local environment.
- *Small group games & activities to develop speech & language skills.

EYFS

Eco, Recycling & the Environment

Capture – Abbotsbuty Swannery & Visit from Wessex Water

Understanding the World

- *Increase knowledge about pollution, climate change, carbon footprint, sustainability – Observations & identification of features within the environment – what is plastic pollution, climate change & deforestation? Reduce, Reuse & Recycle.
- *Children to develop their own thoughts and opinions based on the world around them.
- *Explore local environment in School & the wider community.
- *Learn about features in these environments
- *Explore natural habitats – local areas, oceans, coral reefs, jungles, note the changes & impact of climate change
- *Explore the environment & natural materials
- *Weather & seasons (signs of summer)
- *Explore and compare the changing environment through the ages – what did it look like & what has changed? Compare & contrast.
- *Learn about pollution, recycling, how we can save the planet & be environmentally friendly? Study the rainforests, oceans, animals, key environmentalists & climate change.

Physical Development

- *Storycise & Cosmic Yoga
- *Small group Learn to Move, Move to Learn
- *Fine motor activities – Funky Fingers
- *Early handwriting skills – mark making, patterning & letter formation
- *Gross motor activities – throwing, bouncing, catching, running, hopping, skipping, kicking, walking, negotiating obstacles & space, stopping, climbing apparatus, gardening & welly walks.
- *PE with Mrs MacSwiney – Football, tennis & cricket. Development of hand to eye coordination, basic movement, body control skills & use of equipment.
- *Sports Day
- *Play in the outdoor area, wildlife garden & use of the climbing equipment

Maths

- *Daily Mental Maths.
- *Big Number song.
- *Number recognition, ordering & formation.
- *Counting objects.
- *Pattern – shapes, pictures. colours & objects.
- *Continue the day /date/ month/year/weather & seasons with daily calendar
- *Positional language - for toys, themselves & objects.
- *2D & 3D shape names & characteristics
- *Use construction sets to make models
- *Money – coins & notes.
- Reception – White Rose Maths**
- *digging deeper, problem solving, doubling, halving, sharing & grouping, even & odd, spatial reasoning, patterns & relationships.
- *Counting in 2s & 10s
- *Numbers to 20 & beyond - 1 more / less
- *Number bonds to 20 and beyond (addition & Subtraction) – using part, part whole & ten frames
- *Introduce - tally charts. simple multiplication & 100 Squares
- *Comparing & ordering – first, second, next & last

Expressive Arts & Design

- *Role play – The Recycling Centre, Nature reserve & Garden Centre.
- *Explore mixed media to create pictures & models using recycled materials.
- *Mark making with malleable materials

Music

- *Traditional Songs, Nursery Rhymes & introduce new song (The Tree R's by Jack Johnson)
- *Listen to music based on environmental changes using recycled materials
- *Use percussion instruments to create sounds of the different Seasons & movement to music in different ways.