



## Kingsway Primary School

### Foundation 2 Curriculum Long Term Plan Cycle 2

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic/Topics	<b>Homes + Autumn</b> 	<b>Traditional Tales</b> 	<b>Down In the Jungle</b> 	<b>Pirates</b> 	<b>Dinosaurs</b> 	<b>Seaside</b> 
English	Quality text: <b>Peace at Last</b>  <b>Additional texts:</b> Goldilocks and the three bears by Lauren Child Whatever Next by Jill Murphy Home by Carson Ellis Lullabyhullabaloo by Mick Inkpen	Quality text: <b>The Three little Pigs</b>  <b>Additional texts:</b> The Three Ninja Pigs by Corey Rosen Schwartz The Three Little Pigs from Revolting Rhymes by Roald Dahl The Three Little Wolves and The	Quality text: <b>Let's All Creep Through Crocodile Creek</b>  <b>Additional texts:</b> Find me a Tiger by Lynley Dodd All Aboard for the Bobo Road by Stephen Davies The Gruffalo by Julia Donaldson Alfie's	Quality text: <b>The Pirates Are Coming</b>  <b>Additional texts:</b> The Pirates Next Door by Jonny Duddle Ten Little Pirates by Mike Brownlow How I became a Pirate by Melinda Long Commotion	Quality text: <b>Gigantosaurs</b>  <b>Additional texts:</b> Dinosaur Roar by Paul and Henrietta Stickland Katie and the Dinosaurs by James Mayhew The big book of dinosaurs by Usborne How big is a	Quality text: <b>The Ses Saw</b>  <b>Additional texts:</b> That rabbit belongs to Emily Brown by Cressida Cowell The Teddy Robber by Ian Beck Where's my teddy? By Jez Alborough

		Big Bad Pig by Eugene Trivizas There's a pig up my nose by John Dougherty Little Red Riding Hood by Mara Alperin	Feet by Shirley Hughes The Selfish Crocodile by Faustin Charles	in the Ocean by Giles Andreae Peter Pan (1953 film) by Disney	million? by Anna Milbourne Volcanoes Usborne Beginners	Under the same sky by Britta Teckentrup
<b>Comprehension</b>  <b>word reading</b>  <b>Writing</b>	-Read individual letters by saying the sounds for them -Blend sounds into words, so that they can read short words made up of known letter-sound correspondences -Spell words by identifying the sounds and then writing the sound with letter/s -Form lower-case letters correctly -Oral retelling of story -Draw images and write labels to represent the story.	- Read individual letters by saying the sounds for them - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences - Read a few common exception words matched to the school's phonic programme -To label a plan and attempt to write a simple caption - Spell words by identifying the sounds and then writing the sound with letter/s -Form lower-case letters correctly	-Blend sounds into words, so that they can read short words made up of known letter-sound correspondences - Read some letter groups that each represent one sound and say sounds for them - Read simple phrases and sentences made up of words with known lettersound correspondences and, where necessary, a few exception words - Read a few common exception words matched to the school's phonic programme -To create a story map of the journey and write labels/captions/sentences describing the crocodile -Spell words by identifying the sounds and then writing the sound with letter/s - Form lower-case letters correctly - Re-read what they have written to check that it makes sense	-Read simple phrases and sentences made up of words with known lettersound correspondences and, where necessary, a few exception words - Read some letter groups that each represent one sound and say sounds for them -Read a few common exception words matched to the school's phonic programme -To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships - Form lower-case letters correctly - Write short sentences with words with known sound-letter correspondences -Spell words by identifying the sounds and then writing the sound with letter/s -Re-read what they have written to check that it makes sense	- Read simple phrases and sentences made up of words with known lettersound correspondences and, where necessary, a few exception words - Read a few common exception words matched to the school's phonic programme -Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment - Form lower-case and some capital letters correctly - Write short sentences with words with known sound-letter correspondences -Re-read what they have written to check that it makes sense	-Read simple phrases and sentences made up of words with known lettersound correspondences and, where necessary, a few exception words -Read a few common exception words matched to the school's phonic programme -Rewrite a story - Form lower-case and capital letters correctly - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop - Re-read what they have written to check that it makes sense

Phonics	Children attend daily phonics sessions differentiated to their individual reading stage. Assessments are made twice a term to determine accurate groupings. Reading books are sent home weekly.					
Mathematics	<p><b>White Rose</b> Baseline assessments</p> <p><b><u>Match, sort and compare:</u></b></p> <ul style="list-style-type: none"> <li>-Match Objects</li> <li>-Match pictures</li> <li>-Identify a set</li> <li>-Sort objects to a type</li> <li>-Explore sorting techniques</li> <li>-Create sorting rules</li> <li>-Compare amounts</li> </ul> <p><b><u>Talk about measure and pattern:</u></b></p> <ul style="list-style-type: none"> <li>-Compare size</li> <li>-Compare mass</li> <li>-compare capacity</li> <li>-Explore simple patterns</li> <li>-Copy and continue simple patterns</li> <li>-Create simple patterns</li> </ul> <p><b><u>It's me 1,2,3:</u></b></p> <ul style="list-style-type: none"> <li>-Find 1,2 and 3</li> <li>-Subitise 1,2 and 3</li> <li>-Represent 1,2 and 3</li> <li>-1 more</li> </ul>	<p><b>White Rose</b></p> <p><b><u>Circles and Triangles:</u></b></p> <ul style="list-style-type: none"> <li>-Identify and name circles and triangles</li> <li>-Compare circles and triangles</li> <li>-Shapes in the environment</li> <li>-Describe position</li> </ul> <p><b><u>1,2,3,4,5</u></b></p> <ul style="list-style-type: none"> <li>-Find 4 and 5</li> <li>-Subitise 4 and 5</li> <li>-Represent 4 and 5</li> <li>-1 more</li> <li>-1 less</li> <li>-Composition of 4 and 5</li> <li>-Composition of 1-5</li> </ul> <p><b><u>Shapes with 4 sides:</u></b></p> <ul style="list-style-type: none"> <li>-Combine shapes with 4 sides</li> <li>-Shapes in the environment</li> <li>-My day and night</li> </ul>	<p><b>White Rose</b></p> <p><b><u>Alive in 5:</u></b></p> <ul style="list-style-type: none"> <li>-Introduce 0</li> <li>-Find 0-5</li> <li>-Subitise 0-5</li> <li>-Represent 0-5</li> <li>-1 more</li> <li>-1 less</li> </ul> <p><b><u>Mass and Capacity:</u></b></p> <ul style="list-style-type: none"> <li>-Compare mass</li> <li>-Find a balance</li> <li>-Explore capacity</li> <li>-Compare capacity</li> </ul> <p><b><u>Growing 6,7,8:</u></b></p> <ul style="list-style-type: none"> <li>-Find 6,7,8</li> <li>-Represent 6,7,8</li> <li>-1 more</li> <li>-1 less</li> <li>-Composition 6,7,8</li> </ul>	<p><b>White Rose</b></p> <p><b><u>Length Height and Time:</u></b></p> <ul style="list-style-type: none"> <li>-Explore length</li> <li>-Compare length</li> <li>-Explore height</li> <li>-Compare height</li> <li>-Talk about time</li> <li>-Order and sequence time</li> </ul> <p><b><u>Building 9 and 10:</u></b></p> <ul style="list-style-type: none"> <li>-Find 9 and 10</li> <li>-Compare numbers to 10</li> <li>-Represent 9 and 10</li> <li>-Conceptual subitising to 10</li> <li>-1 more</li> <li>-1 less</li> </ul> <p><b><u>Explore 3D shapes:</u></b></p> <ul style="list-style-type: none"> <li>-Recognise and name 3D shapes</li> <li>-Find 2D shapes within 3D shapes</li> <li>-Use 3D shapes for tasks</li> <li>-3D shapes in the environment</li> </ul>	<p><b>White Rose</b></p> <p><b><u>To 20 and beyond:</u></b></p> <ul style="list-style-type: none"> <li>-Beyond numbers beyond 10 (10-13)</li> <li>-Continue patterns beyond 10 (10-13)</li> <li>-Build numbers beyond 10 (14-20)</li> <li>-Continue numbers beyond 10 (14-20)</li> <li>-Verbal counting beyond 20</li> <li>-Verbal counting patterns</li> </ul> <p><b><u>How many now?</u></b></p> <ul style="list-style-type: none"> <li>-Add more</li> <li>-How many did I add?</li> <li>-Take away</li> <li>-How many did I take away?</li> </ul> <p><b><u>Manipulate, compose and decompose:</u></b></p> <ul style="list-style-type: none"> <li>-Select shapes for a purpose</li> <li>-Rotate shapes</li> <li>-Manipulate shapes</li> <li>-Explain shape arrangements</li> </ul>	<p><b>White Rose</b></p> <p><b><u>Sharing and Grouping:</u></b></p> <ul style="list-style-type: none"> <li>-Explore sharing</li> <li>-Sharing</li> <li>-Explore grouping</li> <li>-Grouping</li> <li>-Even and odd sharing</li> <li>-Play with and build doubles</li> </ul> <p><b><u>Visualise, build and map:</u></b></p> <ul style="list-style-type: none"> <li>-Identifying units of repeating patterns</li> <li>-Create own pattern rules</li> <li>-Explore own pattern rules</li> <li>-Replicate and build scenes and constructions</li> <li>-Visualise from different positions</li> </ul> <p><b><u>Make Connections:</u></b></p> <ul style="list-style-type: none"> <li>-Deepen understanding</li> <li>-Patterns and relationships</li> <li>-Consolidation</li> </ul>

	-1 less -Composition of 1,2,and 3			-Identify more complex patterns	-Compose shapes -Decompose shapes	
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>- Engage in story times</li> <li>- Understand how to listen carefully and why listening is important</li> <li>- Learn new vocabulary</li> <li>- Develop social phrases</li> <li>- Engage in non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and talk about stories to build familiarity and understanding</li> <li>- Understand how to listen carefully and why listening is important</li> <li>- Learn new vocabulary</li> <li>-Engage in storytimes</li> <li>-Engage in non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>-Use new vocabulary through the day</li> <li>- Articulate their ideas and thoughts</li> <li>-Describe events in some detail</li> <li>- Listen to and talk about stories to build familiarity and understanding</li> <li>- Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Use new vocabulary through the day</li> <li>- Articulate their ideas and thoughts in well-formed sentences</li> <li>- Describe events in some detail</li> <li>- Listen to and talk about stories to build familiarity and understanding</li> <li>-Connect one idea or action to another using a range of connectives</li> <li>-Learn rhymes, poems and songs (add to unit)</li> </ul>	<ul style="list-style-type: none"> <li>- Articulate their ideas and thoughts in well-formed sentences</li> <li>- Use new vocabulary in different contexts</li> <li>- Ask questions to find out more and to check they understand what has been said to them</li> <li>-Connect one idea or action to another using a range of connectives</li> <li>-Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</li> </ul>	
<b>Personal, social and emotional development</b>	<ul style="list-style-type: none"> <li>-Create Mr. Bear's house as role play area</li> <li>-Introduce different enhancements around the classroom – encouraging pupils to try new activities and develop confidence</li> <li>- Discuss Mr. Bear's emotions as he goes through the story</li> <li>-Discuss what keeps us</li> </ul>	<ul style="list-style-type: none"> <li>-The three little pigs' houses made with large cardboard boxes for role play</li> <li>- Provide different enhancements around the classroom to develop confidence and encourage pupils to try new activities</li> <li>- Should the three little pigs have made</li> </ul>	<ul style="list-style-type: none"> <li>-Mouse does not really listen to his friends. How can we show our friends we are listening?</li> <li>-Discuss the different reactions and emotions of the three animals as they go on their journey</li> <li>- Discuss what scares us – noises, things we don't know about, worries.</li> </ul>	<ul style="list-style-type: none"> <li>-Do you think Tom feels lonely waiting on the hilltop? Have you ever felt lonely? How can we help each other in school so that no-one feels lonely or left out?</li> <li>-Play collaborative parachute games to encourage working together</li> </ul>	<ul style="list-style-type: none"> <li>-Would you do what Bonehead did? What did he do that was wrong? Why did his friends not believe him?</li> <li>- Have you ever told a lie? What happened?</li> <li>-Should we tell lies? Why is being honest better?</li> <li>- Was Bonehead a good friend? What makes a</li> </ul>	<ul style="list-style-type: none"> <li>-What objects are incredibly special to you? Why?</li> <li>-How would you feel if you lost something precious or special to you?</li> <li>-The story says the wind was cross. What makes you cross and what do you do about it?</li> <li>-Why do you think Sofia and her granddaughter</li> </ul>



	<p>awake at night – noises, fears, light, worries. What can we do about it?</p> <p>-Discuss bedtime routines</p> <p>- How do the pupils feel when they become over tired? Grumpy? Cross? Look at and discuss images of facial expressions.</p>	<p>different decisions? Should they have built one house for all? Are they old enough to be on their own?</p> <p>-Was the wolf wrong to want to eat the piggies? Were the piggies right to burn the wolf's bottom? Would you do that?</p> <p>Mathematics</p>	<p>What can we do about it?</p> <p>- What can we do or say to help friends who are worried or scared?</p> <p>- Introduce different enhancements around the classroom – encouraging pupils to try new activities and develop confidence</p>	<p>- Tom takes his favourite book, some crayons and his teddy to the top of the hill to keep himself busy while he waits. How do you keep yourself busy when you are on your own?</p> <p>-Pirates love treasure. What are the things that are most important in your life</p>	<p>good friend? Were the others good friends?</p>	<p>went back to the beach at the end of the story?</p> <p>- If you or a friend has lost something, what could you do to help them to find it? Collect lost property from around the school – the children could make posters/write labels for the rest of the school</p> <p>- How is Sofia feeling at the end of the story? Have a teddy bears' picnic – ask the children to bring their favourite teddy into school for the picnic – this could lead to additional writing activities – writing invitations for the picnic</p>
<b>Understanding the World</b>	<p>-Look at shadows and investigate light and dark with torches</p> <p>-Identify loud and quiet noises</p> <p>- Go on a listening walk and identify sounds and describe them. Draw children's attention to any animal noises that they can hear. Are the animal noises they hear in the day different to the ones they hear at night?</p> <p>- Discuss why we need sleep. What else do we need to be healthy?</p>	<p>- Use a hairdryer decorated as a wolf – what items will move when the wolf huffs and puffs? - predict and then test</p> <p>-Interactive story telling program</p> <p>- What other materials would be good for building a house? Why?</p> <p>- Look at homes in the community - what's the same, what's different?</p>	<p>-Special journeys – where do you go on special days and why? (holiday journeys, visiting friends/relatives/faith journeys)</p> <p>-Leave items in the environment that are knobbly/gnarly, lumpy/bumpy, pokey/pointy, slippery/slidey and encourage investigation of these with their hands and a magnifying glass</p>	<p>-Look at a globe and a map of the world. (Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented). Why is a map flat and a globe a sphere? Look at the size of the oceans compared to land. What is an island? Find some islands. Find and mark countries where pupils were born or have visited</p>	<p>-Create a time capsule of modern-day treasure/special things – bury it for other children to find in years to come</p> <p>- Freeze dinosaurs in balloons for the pupils to investigate – frozen dinosaur eggs!</p> <p>- Take a trip to a museum with a dinosaur exhibit</p> <p>- Become green screen dinosaur experts</p>	<p>.Look at a map of the UK and cities, towns, villages near the sea, inland or on islands of the UK</p> <p>-Consider asking a grandparent or friend of the school in to talk to the pupils about the types of toys they played with as a child</p> <p>- Investigate what sort of telephones people used before they had mobiles</p> <p>-Investigate the seasons</p>

	<ul style="list-style-type: none"> <li>-What is a cuckoo clock?</li> <li>- Make comparisons between the bear's family and the pupils's family</li> <li>-Understand some important processes and changes in the natural world around us; including the seasons changing.</li> </ul>		<ul style="list-style-type: none"> <li>- Talk about how well the crocodile and tiger are camouflaged</li> <li>- Discuss the life cycle of a crocodile</li> <li>-What sort of tracks do mice, rabbits, tortoises and crocodiles leave?</li> <li>- Programme a Beebot to go on a journey on a playmat</li> <li>-Carry out an experiment linked to the story 'The Selfish Crocodile' to look at the effect different liquids can have on the shell of an egg - use coke, coffee, water, vinegar. Have two bowls of coffee have one egg with toothpaste on the shell and the other egg with no toothpaste. Leave the eggs in the liquids for three days- link to oral health and looking after your teeth</li> </ul>	<ul style="list-style-type: none"> <li>- Invite pupils and families with experiences of living in other countries to bring in photographs and objects from their home cultures</li> <li>-Why did pirates use maps?</li> <li>- Investigate a compass</li> <li>- How do we find our way around these days?</li> </ul>	<ul style="list-style-type: none"> <li>- Make mini volcano eruptions using Coca Cola and Mentos</li> <li>-Play dinosaur games on PBS KIDS (click Dinosaur Games under 'more topics')</li> <li>-Use Kiddle (pupil's search engine) to allow children to research their favourite dinosaurs</li> </ul>	<ul style="list-style-type: none"> <li>-Find out more about oceans, rivers, lakes, streams</li> <li>- Investigate what materials float/sink</li> <li>- Visit a beach!</li> </ul>
<b>Expressive arts and design</b>	<ul style="list-style-type: none"> <li>-Make night and day pictures</li> <li>-Junk model Mr. Bear's house, their own house and houses from around the world</li> </ul>	<ul style="list-style-type: none"> <li>-Lego bricks, lolly sticks and art straws in builder's tray for the pupils to sort and build</li> <li>- Make handprint or footprint pigs</li> </ul>	<ul style="list-style-type: none"> <li>-Go on a journey (a nature walk) and make a journey stick, i.e. a memento of the walk with items attached to it such as leaves, twigs,</li> </ul>	<ul style="list-style-type: none"> <li>- Design their own pirate flag.</li> <li>- Learn some sea shanties or simple pirate poems to perform (e.g. One-eyed Jack, Mrs. Pirate, Captain Patch the Pirate)</li> </ul>	<ul style="list-style-type: none"> <li>-Learn and sing songs about dinosaurs – Dinosaur, dinosaur turn around; A dinosaur went stomping one day</li> <li>-Create a dinosaur den in the role play area</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to storm at sea music contrasting with calm sea music – expressive dance/movement</li> <li>-Experiment with percussion instruments to</li> </ul>

	<ul style="list-style-type: none"> <li>- Make a patchwork quilt like the one on Baby Bear's bed using different art media</li> <li>-Use musical instruments to create noises that might keep Mr. Bear awake at night</li> <li>- Learn some lullabies – Rock-a-Bye Baby, Hush Little Baby and accompany with appropriate percussion instruments</li> <li>-Make masks of the characters for use in role-play</li> </ul>	<ul style="list-style-type: none"> <li>- Make wooden spoon pigs for role play</li> <li>-Outside play – real bricks, real hay/straw/sticks to build with – den building</li> <li>- Make a 3D house frame using playdough and straws or marshmallows and pasta</li> <li>- Pretend to be the wolf and use a straw to blow paint across paper</li> <li>- Painting/printing with blocks/straw and twigs</li> <li>- Make pig snouts using egg boxes and elastic</li> <li>- Sing and dance to the Higgly Piggy Hokey Pokey</li> <li>- Sing Old McDonald/Farmers in the den</li> </ul>	<ul style="list-style-type: none"> <li>flowers, feathers collected on the walk</li> <li>- Have the pupils walk through paint and onto lining paper to make a trail (barefoot or in wellies). Cut the prints out and make a trail for the pupils to follow</li> <li>- Act out the story and the characters' movements as they encounter each obstacle (imaginative movement)</li> <li>- Add some music/percussion to your drama – The Hall of the Mountain King by Grieg is atmospheric</li> <li>-Take crayon rubbings of different textured surfaces.</li> <li>- Add sand or wood chippings to paint to add texture to the pupils' paintings</li> </ul>	<ul style="list-style-type: none"> <li>-Drama – practise talking and acting like a pirate: Land ahoy! Shiver me timbers! Aye, aye, Capt'n! Ooh arr me hearties! Yo ho ho!</li> <li>-Plan do and review - make their own treasure map of the indoor or outdoor area Encourage careful observation, as if they were flying overhead and looking down</li> <li>- Use shells or small pebbles for sorting and pattern making.</li> <li>- Press real coins into homemade salt dough. Bake them hard in a cool oven and the pupils can paint them gold/silver</li> </ul>	<ul style="list-style-type: none"> <li>- Use small world play – small stones and egg box volcanoes</li> <li>- Block play/junk modelling – make a dinosaur world</li> <li>-Create dinosaur skeletons using black card and white straws</li> <li>- Create dinosaurs with half a paper plate and kitchen rolls for legs</li> <li>- Make dinosaur heads using an egg box</li> <li>- Add musical accompaniment to the sounds dinosaurs make and rhymes</li> <li>-Make a plasticine dinosaur and add pasta shape 'spikes'</li> </ul>	<ul style="list-style-type: none"> <li>accompany the expressive dance</li> <li>- Provide resources for the pupils to consider what they could make for a teddy so that a child would not lose him</li> <li>- Create a lost property box with lost property found in school</li> <li>- Make a jointed teddy bear from card and split pins</li> </ul>
<b>PE</b>	<b>Gymnastics</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Yoga</b>	<b>Ball Skills</b>	<b>Athletics</b>
<b>Physical Development Topic Enhancements</b>	<ul style="list-style-type: none"> <li>- Act out Mr. Bear's slow, tired walk (on tiptoe) compared with Baby Bear's night-time game of aeroplanes and his bouncing on the bed at the end of the story</li> <li>- Tie knots with a ball of wool. Weave over</li> </ul>	<ul style="list-style-type: none"> <li>- Making marks according to the story on large paper. Teacher retells the story but adds actions for the pupils to respond to by mark making e.g. the wolf huffing and puffing, the wolf climbing up to the roof, the pigs trotting</li> </ul>	<ul style="list-style-type: none"> <li>-Play 'Follow my Leader' games</li> <li>-How many different ways can you move on your feet?</li> <li>- Practise tying shoelaces</li> <li>- Use playdough to make the characters in the story</li> </ul>	<ul style="list-style-type: none"> <li>- Play quoits and skittles, and simple team games such as Captain's Coming! (following instructions – To the ship! To the shore! Man overboard! Walk the plank! Scrub the decks!)</li> <li>- 'Walk the Plank' – i.e. practice balancing on an</li> </ul>	<ul style="list-style-type: none"> <li>-Create an archaeological dig in the sand pit</li> <li>- Develop sensory writing in a dinosaur swamp – in builder's tray</li> <li>-Make dinosaurs using a variety of different</li> </ul>	<ul style="list-style-type: none"> <li>-Dig, build and decorate sandcastles in the sand pit</li> <li>- Develop sensory writing in trays of dry/wet sand</li> <li>- Use Blockplay for boat building</li> <li>- Weave a picnic blanket with strips of card or fabric</li> </ul>

	<p>and under or make patterns on a geo board with the wool</p> <p>-Do up and undo buttons, belts, press studs, zips on items of clothing</p> <p>-Fold paper – make a simple aeroplane.</p> <p>- Thread laminated versions of Mr. Bear and other objects from the text with string</p> <p>- Make marks according to the story on large paper. Teacher retells the story but adds actions for the pupils to respond to by mark making e.g. Mr. Bear stomped through the house (large dots – pressing hard), He tiptoed into Baby bear’s room (light dots), He skipped into the garden (leaps) etc.</p> <p>- Use chalk outside to make a map of Mr. Bear’s house</p>	<p>down the lane, the pigs rolling away due to the wolf huffing and puffing etc. - Use tweezers to pick up piggy tails (spiral pasta) hidden in the mud</p> <p>- Peg the legs onto the pig’s body</p> <p>-Use toy cement mixer, wheelbarrows and spades to develop fine motor skills</p> <p>- Play piggy-in-the-middle</p>	<p>- In a thin layer of dry sand or a mix of cornflour and water in a builder’s tray, ask the pupils to take their finger and make a long, winding road. Can they follow instructions as to which direction to take?</p> <p>- Build an obstacle course to balance, clamber, swing, hop, walk and run like the animals in the story</p> <p>- Use tweezers to pick ‘thorns’ (small twigs) out of plasticine</p>	<p>upturned P.E. bench with a landing mat for safety</p> <p>-Thread beads onto pipe cleaners.</p> <p>- Use large or small construction resources to build a pirate ship</p> <p>-Wrap ‘presents’ for the welcome home party</p> <p>-Use beads, shells, small stones and coloured rice to make patterns in play dough</p> <p>- Use tweezers to retrieve ‘treasure’ from jelly</p>	<p>shaped pasta and play dough</p> <p>-Using tweezers and beads cover the dinosaurs to give them a textured/scaly look</p> <p>- Use a water spray to melt the frozen dinosaur eggs</p> <p>- Move like a dinosaur – stomp like a T. Rex, stretch up tall like a Brachiosaurus, run like a Velociraptor, flap your arms to ‘fly’ like a Pteranodon, tiptoe like a Triceratops, swing your tail like a Stegosaurus</p>	<p>-Show increasing control over a beach ball and a smaller ball in pushing, patting, throwing, catching or kicking it</p> <p>- Cut long strips of paper and draw bold lines on them (zigzag like the bear’s journey, wavy like the sea, straight like the train tracks). Stick them to a table edge for pupils to</p> <p>-practise their scissor skills</p> <p>Use buckets of water and paint brushes for big patterns/writing on the playground as we do in the sand on the beach</p>
<b>Additional Fine and Gross Motor Skills</b>	<p><b>Throughout the year children have many opportunities linked to topic that involve:</b></p> <ul style="list-style-type: none"> <li>● Scissors- sniping paper moving forward, cuts curved lines and circle shapes, cuts complex shapes</li> <li>● Fastenings</li> <li>● Building with small Lego and small construction.</li> <li>● Sorting loose parts using tweezers</li> <li>● Nuts and Bolts</li> <li>● Pasta and bead Lacing</li> <li>● Peg Boards and Pin Boards</li> </ul>					

	<ul style="list-style-type: none"><li>• Water play</li><li>• Sand play</li><li>• Play-dough (dough disco)</li><li>• Threading</li><li>• Air writing in phonics</li></ul>					
<b>RE/ Celebrations</b>	Theme: Harvest Why do we celebrate Harvest?  -Halloween	Theme: Christmas Key Question: What is Christmas?  -Bonfire night -Diwali -Remembrance Sunday	-Happy New Year -Chinese New Year -Shrove Tuesday -Valentines Day	Theme: Easter Key Question: What is Easter?  -Mothers Day -St Patricks Day	-St Georges Day -Father's Day	Celebrate the start of Summer- Teddy Bears Picnic
<b>Music</b>	<b>Charanga</b> Me!	<b>Charanga</b> My Stories	<b>Charanga</b> Everyone!	<b>Charanga</b> Our World	<b>Charanga</b> Big Bear Funk	<b>Charanga</b> Reflect, Rewind and Replay