



Fairview Community Primary School

Medium Term Planner

At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **creative** and **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, and **respect** towards one another.

Year Group: Reception
Term 6

Critical Enquiry Questions:

- I wonder what it was like to be a Pirate?
- I wonder what lives under the sea?

End of Unit Assessment Activity:

- Phonics assessment

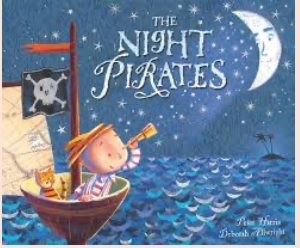
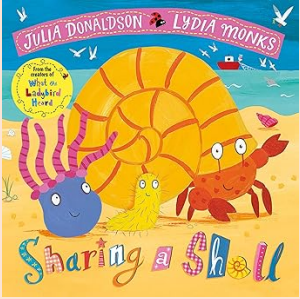
Wow moments:

- PJ day
- Summer Fun Day
- Sports Day (Fri 19th June)
- Teddy Bear's picnic (Fri 10th June)
- End of term picnic

	Week 1 1 st	Week 2 8 th	Week 3 15 th	Week 4 22 nd	Week 5 29 th	Week 6 6 th	Weeks 7&8 13 th & 20 th
To Remember	Pirates SDD – 1 st Tues 2 nd – PJ day to introduce topic	Pirates PPA day	Pirates Meet the Teacher meetings – Mon, Tues, Weds, Thurs Fri – Sports Day	Under the Sea PPA day Meet the Teacher meetings – Mon, Tues	Under the Sea Tues & Thurs – Familiarisation Visits Weds – Bounce Beyond	Under the Sea PPA day Fri – Teddy Bear’s Picnic	Transition Whole School Picnic Last day of Term (21 st)
Communication & Language: Listening, Attention and Understanding Speaking	Focus – Pirates Focus skills: • Asking questions to deepen their understanding • Listening to new stories and answering questions • Conversing with children and adults to widen vocabulary within spoken sentences ELG: <u>Listening, Attention and Understanding</u> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking</u> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.			Focus – Under the Sea Focus skills: • Asking questions to deepen their understanding • Listening to new stories and answering questions • Conversing with children and adults to widen vocabulary within spoken sentences ELG: <u>Listening, Attention and Understanding</u> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking</u> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.			Focus – Transition Focus skills: • Talk about our feelings about moving into Year 1 • Know that talking about feelings helps us to understand them • Listen to others and their feelings ELG: <u>Listening, Attention and Understanding</u> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking</u>

							- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, social and emotional development Jigsaw –Changing me (Weeks 1,3,5 and 7) Self-Regulation Managing Self Building Relationships	Jigsaw Changing Me – My Body I can name parts of my body. Provision Children to label parts of the body. Focus skills • Listening to others • Turn taking • Continue to build relationships with others • Manage own needs • Demonstrate and recognise school values • Treating others with respect and kindness • Knowing what to do if someone does something they don't like.	Focus skills • Listening to others • Turn taking • Continue to build relationships with others • Manage own needs • Demonstrate and recognise school values • Treating others with respect and kindness • Knowing what to do if someone does something they don't like.	Jigsaw Changing Me-Respecting my body I can say some of the things I can do and some of foods I can eat to keep my body healthy Provision Make a poster to show how to be healthy Focus skills • Listening to others • Turn taking • Continue to build relationships with others • Manage own needs • Demonstrate and recognise school values • Treating others with respect and kindness • Knowing what to do if someone does something they don't like.	Focus skills • Listening to others • Turn taking • Continue to build relationships with others • Manage own needs • Demonstrate and recognise school values • Treating others with respect and kindness • Knowing what to do if someone does something they don't like.	Jigsaw – Growing up -Fun and Fears I understand that we all grow from babies to adults. I can talk about how I feel about moving to year 1 Provision • Children to write down any worries they have about moving to year 1 or any questions they might have. Focus skills • Listening to others • Turn taking • Continue to build relationships with others • Manage own needs • Demonstrate and recognise school values • Treating others with respect and kindness • Knowing what to do if someone does something they don't like.	Focus skills • Listening to others • Turn taking • Continue to build relationships with others • Manage own needs • Demonstrate and recognise school values • Treating others with respect and kindness • Knowing what to do if someone does something they don't like.	Jigsaw-Fun and fears part 2 -Celebration I can talk about my worries and things I am looking forward to when I move into year 1 . I can share my memories of the best bits of reception. (final week?) Provision Draw a picture and write about the things they have enjoyed when they visited their new year 1 classroom. Focus skills • Listening to others • Turn taking • Continue to build relationships with others • Manage own needs • Demonstrate and recognise school values • Treating others with respect and kindness • Knowing what to do if someone does something they don't like.
	ELG Self-Regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing self						

	- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.						
Physical Development- Gross Motor Skills and Fine Motor Skills PE- Weeks 1-3 Sports Day practice PE (PPA –weeks 2,4,and 6)- Co operates and solves problems unit 1	Focus Skills: - Handwriting - Fine motor activities (Daily clever fingers) - Using a variety of tools- scissors, tweezers, syringes, mark making equipment - Yoga /balance - Outside activities (trim trail, bikes , large construction, digging) - Construction equipment - Cutting skill PE Sports day practice Practicing various activities-throwing, running, jumping, negotiating obstacles, balance in preparation for sports day	Focus Skills: - Handwriting - Fine motor activities (Daily clever fingers) - Using a variety of tools- scissors, tweezers, syringes, mark making equipment - Yoga /balance - Outside activities (trim trail, bikes, construction, digging etc) - Construction equipment - Cutting skill PE Sports Day Practice Practicing various activities-throwing, running, jumping, negotiating obstacles, balance in preparation for sports day	Focus Skills: - Handwriting - Fine motor activities (Daily clever fingers) - Using a variety of tools- scissors, tweezers, syringes, mark making equipment - Yoga /balance - Outside activities (trim trail, bikes , large construction, digging) - Construction equipment - Cutting skills PE Sports Day Practice Practicing various activities-throwing, running, jumping, negotiating obstacles, balance in preparation for sports day Friday –Sports Day	Focus Skills: - Handwriting - Fine motor activities (Daily clever fingers) - Using a variety of tools- scissors, tweezers, syringes, mark making equipment - Yoga /balance - Outside activities (trim trail, bikes, large construction, digging) - Construction equipment - Cutting skills PE- PE Hub Manipulation and co-ordination unit 2 Lesson 1 L.I.- To play parachute games - Children to listen to and follow instructions - Children to learn to play a variety of games with the parachute.	Focus Skills: - Handwriting - Fine motor activities (Daily clever fingers) - Using a variety of tools- scissors, tweezers, syringes, mark making equipment - Yoga /balance - Outside activities (trim trail, bikes, large construction, digging) - Construction equipment - Cutting skills PE- PE Hub Manipulation and co-ordination unit 2 Lesson 2 LI-To use equipment to perform actions - Children to perform a variety of collecting, placing and moving actions with a variety of equipment.	Focus Skills: - Handwriting - Fine motor activities (Daily clever fingers) - Using a variety of tools- scissors, tweezers, syringes, mark making equipment - Yoga /balance - Outside activities (trim trail, bikes, large construction, digging) - Construction equipment - Cutting skills PE: PE Hub- Manipulation and coordination unit 2 Lesson 3/4 L.I.- To use a baton to push beanbags and balls - Children to use a baton to hit a variety of objects in different ways. - Children to play simple invasion games using a baton to score or save goals L.I. -To use a baton to dribble. - Children to use a baton to steer objects to targets. - Children to combine steering with other actions.	Focus Skills: - Handwriting - Fine motor activities (Daily clever fingers) - Using a variety of tools- scissors, tweezers, syringes, mark making equipment - Yoga /balance - Outside activities (trim trail, bikes, large construction, digging) - Construction equipment - Cutting skills PE: PE Hub-Manipulation and coordination unit 2 lessons 5 and 6 L.I. To perform different jumps. - Children to practice a variety of skips with and without a rope. - Children to recognise the difference between jumps, skips and hops. L.I. to handle a hoop - Children to roll, spin catch and rotate hoops. - Children to work on their own and with others to control hoops in a variety of ways..
	ELG Gross Motor - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.						
Literacy- Comprehension	Focus: Pirates Focus skill: - Extend their vocabulary by using newly introduced words - Asking questions around an unfamiliar text to deepen their understanding - Be able to retell parts of the story in their own words to show their understanding of a text and its deeper meanings - Role play and act out parts of the story			Focus: Under the Sea Focus skills: - Extend their vocabulary by using newly introduced words - Asking questions around an unfamiliar text to deepen their understanding - Be able to retell parts of the story in their own words to show their understanding of a text and its deeper meanings		Focus: Transition Focus skills: Asking questions about their new class and new teachers	

	- Whole class reading includes CT questioning about a text and children given the opportunities to think and share their thoughts. - Discuss facts with friends and teachers Provision: - Role play as pirates - Use new knowledge in their writing - Discuss facts with others - Explore the theme of pirates through different fiction texts ELG: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play			- Role play and act out parts of the story - Whole class reading includes CT questioning about a text and children given the opportunities to think and share their thoughts. - Discuss facts with friends and teachers Provision: - Role play as sea creatures or mythical creatures such as mermaids - Use new knowledge in their writing - Discuss facts with others - Explore the theme using fiction and non-fiction texts ELG: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play			- Talk about their favourite memories of Reception - Role playing 'schools' - Discuss transition with friends, family and teachers Provision: - Role play 'schools' - Write about our favourite Reception memories - Write about what we are excited for in Year 1
Literacy- Word Reading 	ELS Phonics: Week 1 – ay, ou, ie, ea HRSW – oh, their ELG: - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	ELS Phonics: Week 2 – oy, ir, ue, aw HRSW – people, Mr, Mrs ELG: - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	ELS Phonics: Week 3 – wh, ph, ew, oe HRSW – your, ask, should ELG: - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	ELS Phonics: Week 4 – au, ey, a-e, e-e HRSW – would, could, asked ELG: - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	ELS Phonics: Week 5 – Assessment Week & Review HRSW – house, mouse, water ELG: - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	ELS Phonics: Week 6 – i-e, o-e, u-e, c (as s) HRSW – want, very ELG: - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	ELS Phonics: Recap previous learning ELG: - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Literacy- Writing  	Focus Text: The Night Pirates Focus skills: - Forming letters correctly with a focus on handwriting - Using finger spaces - Using full stops and capital letters when writing sentences - Recording digraphs and trigraphs in indepentent writing - Caption and simple sentence writing - Writing HRSW's independently - Read back what they have written - Use phonics skills to write whole words independently - Orally rehearsing what they are going to write - Label their work	Focus Text: The Night Pirates Focus skills: - Forming letters correctly with a focus on handwriting - Using finger spaces - Using full stops and capital letters when writing sentences - Recording digraphs and trigraphs in indepentent writing - Caption and simple sentence writing - Writing HRSW's independently - Read back what they have written - Use phonics skills to write whole words independently - Orally rehearsing what they are going to write - Label their work - Ensure their work is named	Understanding the World: Pirate Fact Focus Week Focus skills: - Forming letters correctly with a focus on handwriting – letters same size, descenders - Consistently using finger spaces - Using full stops and capital letters more consistently - Recording digraphs and trigraphs in indepentent writing - Caption and simple sentence writing - Writing HRSW's independently - Reading back what they have written - Use phonics skills to write whole words independently - Developing own narratives - Orally rehearsing what they are going to write	Focus Text: Sharing a Shell Focus skills: - Forming letters correctly with a focus on handwriting - Using finger spaces - Using full stops and capital letters when writing sentences - Recording digraphs and trigraphs in indepentent writing - Caption and simple sentence writing - Writing HRSW's independently - Read back what they have written - Use phonics skills to write whole words independently - Orally rehearsing what they are going to write - Label their work - Ensure their work is named Provision:	Focus Text: Sharing a Shell Focus skills: - Forming letters correctly with a focus on handwriting - Using finger spaces - Using full stops and capital letters when writing sentences - Recording digraphs and trigraphs in indepentent writing - Caption and simple sentence writing - Writing HRSW's independently - Read back what they have written - Use phonics skills to write whole words independently - Orally rehearsing what they are going to write - Label their work - Ensure their work is named Provision:	Focus Text: Sharing a Shell Focus skills: - Forming letters correctly with a focus on handwriting - Using finger spaces - Using full stops and capital letters when writing sentences - Recording digraphs and trigraphs in indepentent writing - Caption and simple sentence writing - Writing HRSW's independently - Read back what they have written - Use phonics skills to write whole words independently	Focus: Transition Focus Skills: - Forming letters correctly with a focus on handwriting - Using finger spaces - Using full stops and capital letters when writing sentences - Recording digraphs and trigraphs in indepentent writing - Caption and simple sentence writing - Writing HRSW's independently - Read back what they have written - Use phonics skills to write whole words independently

	- Ensure their work is named - Using own imagination when writing - Being able to write 'in role' as a character Provision: - Writing thought bubbles from the perspective of Tom - Designing and labelling a Pirate - Write a letter to the Pirates asking to join their crew - Create treasure maps ELG: - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.	- Using own imagination when writing - Being able to write 'in role' as a character Provision: - Write about and describe a Pirate's appearance - Write a letter to the Night Pirates - Create a 'how to be a pirate' guide ELG: - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.	- Using own imagination when writing Provision: - Write about the life of a Pirate - Write about and describe parts of a Pirate's life - Write about where Pirates would sail to and why ELG: - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.	- Role play as different sea animals - Write about underwater habitats - Learn the characteristics of different creatures ELG: - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.	- Use adjectives to describe some of the creatures - Write about what we might find under the sea ELG: - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.	- Orally rehearsing what they are going to write - Label their work - Ensure their work is named Provision: - Create a fact file about an underwater animal - Create our own creature – real or mythical	- Orally rehearsing what they are going to write - Label their work - Ensure their work is named Provision: - Write about our favourite memories - Write about what we are excited about - Draw pictures of our friends - Write a letter to our current teachers - Write a letter to our new teachers ELG: - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others
Word of the Day Vocabulary	Pirate Jolly Roger Ship	Treasure Cutlass Companion Command	Map Grub Cannon	Ocean Sea Commotion Marine	Seaweed Sea bed Submarine	Shell Coral Anenome Shipwreck	Transition Memories Change
Mathematics- Number Numerical Patterns	NCETM Review Focus skills: Subitising (week 26) Provision: - Hiding objects – reveal quickly for subitising - Matching numerals to amounts - Games using dice - Exploring rekenreks and/or number beads ELG: - Subitise (recognise quantities without counting) up to 5 Shape, Space and Measure Focus skills - Identify units of repeating patterns Provision: - Selection of resources and pattern example photos Development matters links: - Continue, copy and create repeating patterns.	NCETM Review Focus skills: Composition of numbers to 10 Provision: - Building towers of 10 in two colours - Numicon pairs to make 10 - Solving missing number problems - Tens frames and counters ELG: - Have a deep understanding of number to 10, including the composition of each number Shape, Space and Measure Focus skills - Create own pattern rules Provision: - Threading and beads to create own patterns Development matters links: - Continue, copy and create repeating patterns.	NCETM Review Focus skills: Exploring patterns within numbers (split over 2 weeks) Provision: - Making dice patterns using counters - Double butterflies - Making number blocks ELG: - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. SSM- Focus skills – Replicate and build scenes and constructions Provision: - Creating scenes and copying them with peers Development matters links: - Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	NCETM Review Focus skills: Exploring patterns within numbers (split over 2 weeks) Provision: - Sorting odds and evens - Finger paint doubles - Making doubles using numicon - Sharing resources fairly ELG: - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. SSM- Focus skills – Describe positions Provision: - Selection of photos to discuss positions Development matters links: - Understand and use positional language (including familiar routes.)	NCETM Review Focus skills: Counting beyond 20 Provision: - Counting bigger amounts of objects - Rekenreks and number cards - Number cards to 20 - Matching numerals to amounts ELG: Verbally count beyond 20, recognising the pattern of the counting system; SSM- Focus skills – Explore mapping Provision: - A selection of maps to explore, post-it notes and pencils for writing Development matters links: - Understand and use positional language (including familiar routes.)	NCETM Review Focus skills: Number bonds to 10 Provision: - Number bonds using numicon - Dice addition - Ways to make 10 challenge - Building towers with different colours ELG: - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. SSM- Focus skills – Create own maps and plans from story situations Provision:	NCETM Review Focus skills: Compare quantities to 10 Provision: - Balance scales - Who has more game – dice - Building towers – comparing amounts - Board games ELG: - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; SSM- Focus skills – Naming and describing 2D and 3D shapes Provision: - Using shapes to create pictures/models Development matters links: - Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

						- Drawing maps from familiar stories Development matters links: - Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	
Understanding the World: Past and Present People, Culture and Communities The Natural World	Topic Focus: Pirates <i>Critical question: I wonder what it was like to be a Pirate?</i> Home: Role playing pirates and talking about what life was like for them? Near: Learning about pirate food, clothing, life on board a pirate ship & treasure maps. Far: Learning how and where pirates travelled around the world? Focus skills: - Writing about pirates - Talking about life as a pirate - Listening to stories about pirates Provision: - Writing a fact file about pirates - Creating a recipe for a pirate dinner party - Drawing and labelling treasure maps - Making telescopes - Wanted posters for pirates - Digging for treasure - Designing a pirate ship - Floating and sinking activities ELG: <u>Past and Present</u> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and Community</u> Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps			Topic Focus: Under the Sea <i>Critical question: I wonder what lives under the sea?</i> Home: Learning about life under the sea and talking about it in class discussions/ provision. Near: Learning what lives under the sea around us? Far: Learning about different seas and oceans around the world and what lives there. Focus skills: - Writing about sea creatures - Discussions about life under the sea - Listening to stories/ songs about life under the sea - Learning about different seas and oceans and where creatures live. - Talking about sun safety. Provision: - Writing fact files about sea creatures - Writing a list for a day at the beach - Sea creature small world - Reading stories about under the sea (Commotion in the Ocean, Someone Swallowed Stanley, Tiddler, Rainbow Fish, Snail and the Whale) - Water tray- fishing for sea creatures - Design a coral reef ELG: <u>The Natural World</u> Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;			
Forest School		Designing and creating a den on an existing structure.		Safely creating a taking down the dens against an existing structure.		Using covers and different materials when creating our dens.	
Expressive Arts and Design Creating with Materials Being imaginative and expressive	Topic Focus: Pirates <i>Critical question: I wonder what it was like to be a Pirate?</i> Focus skills: - Using different materials and tools for a purpose with confidence - Talking about what they have created and the processes used - Making props for role play - Making up stories and retelling familiar stories/narratives - Singing a variety of songs - Moving in time to music Provision: - Making props for pirates – maps, eye patches, telescopes, treasure - Using musical instruments in outside provision - Dressing up resources in outside provision, using the stage - Role play enhancements – pirate ship - Junk modelling – boats (floating and sinking experiment) - Tea staining maps – exploring colour and texture - Small world – retelling stories, making up narratives			Topic Focus: Under the Sea <i>Critical question: I wonder what lives under the sea?</i> Focus skills: - Using different materials and tools for a purpose with confidence - Creating artwork using a variety of materials - Making up stories and retelling familiar stories/narratives - Singing a variety of songs - Moving in time to music Provision: - Sea scenes using watercolours, chalks, collaging - Paper plate sea creatures - Handprint paintings - Under the sea small world - Textured paint (using sand, glue, glitter) - Cutting activities - Junk modelling			

	• Cutting activities • Junk modelling- pirate ships ELG: <u>Creating with Materials</u> Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	• Playdough/clay creatures ELG: <u>Creating with Materials</u> Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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