

Term	Understanding the world - People and communities	Understanding the world - The World	Understanding the world - Technology	Expressive arts and design - Exploring and using media and materials.	Expressive arts and design - Being Imaginative.
Autumn 1 - All about me (book focus: 'Peepo' and 'From head to toe').	<p>What can you tell me about you? - discussions around ourselves and our family.</p> <p>Safety 5 (five people I feel safe with).</p> <p>Sharing ideas on tapestry about what children like to do at home with their family (family traditions).</p> <p>Bringing in family photos and comparing my family to other families.</p>		Initial iPad assessment, how do the children use the iPad, can they open an app and use it/ use the camera.	<p>Self-portraits.</p> <p>Painting pictures of my family.</p> <p>Creating a 'high five' for things I like using drawing skills.</p>	Use of the 'home corner' roleplay area.
Term	Understanding	Understanding the world - The	Understanding	Expressive arts and	Expressive arts

	the world - People and communities	World	the world - Technology	design - Exploring and using media and materials.	and design - Being Imaginative.
Autumn 2 - The Woods (book focus: 'Little Red Riding Hood' And 'Goldilocks and the Three Bears')	Christmas assembly! Look at what Christmas is and why we celebrate. What things do we do to celebrate, do we all do the same thing?	<p>What is a wood? Go and look at different outdoor areas around school (use an ariel map to plan a walk) think about what these areas are used for, are they woods? Go on a local area walk, discuss what this area is! Look at pictures of woods and discuss key features - what things would we find in a wood? Sort key features - have a picture of a wood, a beach and a town and pictures of things you would find in each. Sort the key features to match the right locations. Look at habitats and what animals live in woods compared to other places. Look at changes in weather and discuss the seasons.</p>	Using the interactive TV's to make a festive picture!	<p>Leaf printing. Tree rubbing. Painting woodland pictures. Making collages using things we have found on our walk around the school/ the local area. Making seasonal pictures to compare the seasons.</p>	Retelling the 'traditional tale' stories we are looking at this half term.
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Spring 1 - Rocking all over the world (book focus 'Whatever next' and 'We're going on a bear hunt')	<p>Comparing our life to the life of a child in another country, what is different?</p> <p>Wedding week! A special event week where we look at what a wedding is, comparing different weddings from different cultures. Then we get to have a wedding!</p>	<p>Where are we? - using globes and maps to see where we are in the world and thinking about where we might have travelled. Compare where we live to other places in the world. Look at google maps and see if we can find places we know from the local area and beyond! Recapping habitats when we look at were going on a bear hunt! - do bears live in England?</p> <p>As it may be cold outside looking at how we can melt ice and why we can find ice.</p>	Thinking about using technology for a purpose e.g. Use torches to find our way through mazes.	<p>Painting pictures of bears and other animals.</p> <p>Making a vehicle from junk modelling, where might we travel!</p>	<p>Having our own wedding and all having a part to play.</p> <p>Retelling we are going on a bear hunt! Using music for the key parts.</p> <p>The class bears might go on an adventure and we might need to help...</p>
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	communities			and using media and materials.	Imaginative.
Spring 2 - Superheroes (book focus: 'superworm' and 'Emergency')	<p>People who help us - what they do to help and why they are important.</p> <p>Visits from real heroes to tell us about the job they do.</p> <p>Look at different scenarios, if this happened who would be able to help?</p>	<p>Use the superworm book as a stimulus for looking at worms - have worms in a wormery and investigate how we can look after them.</p> <p>Focus on minibeasts in the environment - where do we find them?</p> <p>Look at life cycles and food chains. Lifecycle of a butterfly, lifecycle of a person!</p>	<p>Record videos to send to superheroes!</p> <p>Use the ipads to look up how to care for worms and other minibeasts.</p>	<p>Paint your favourite superhero.</p> <p>Make a superhero cape using a pillow case.</p> <p>Follow recipes to make super dough... then get super messy!</p> <p>Make your own superworm puppets.</p> <p>Make your own magic flower.</p>	<p>Superhero imaginative play!</p> <p>Making music to dance like superheroes to.</p>
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<p>Summer 1 - All creatures great and small (book focus: 'A bit lost' and 'Giraffes can't dance')</p>	<p>Discussions about how we knew it wasn't the owls mum in 'a bit lost' why are people who are close to us important? Does everyone have the same family? -looking at the differences.</p>	<p>Discuss habitats that minibeasts like and have a focus on plants, what are plants, where do they grow, why do they grow? Each child to grow and care for their own plant keeping it somewhere in the outdoor area. Recap knowledge of food chains, different animal habitats and life cycles.</p>		<p>Observational drawings of plants. Using junk modelling to make homes for animals thinking about what they might need. Make our own flowers!</p>	<p>Bee dancing! Retelling stories and using role play areas.</p>
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<p>Summer 2 -</p>	<p>Discuss jobs and</p>	<p>Looking at the</p>	<p>Taking pictures of</p>	<p>Painting a picture of</p>	<p>Mixing cement -</p>

<p>Builders ('Errols Garden' and 'The house that Jack built')</p>	<p>what is a builders job? Children to discuss why this is important. Look at what builders do and how they help us, create a builders yard outside.</p>	<p>properties of different materials and sorting these. Focus on natural and man made. Comparing houses in different places, what is your house like compared to an African house? Looking at our outside area and planning what we would like it to look like - how could we make those changes? (use of aerial maps)</p>	<p>how we make cement to make a cement book to help the builders!</p>	<p>my house. Using mud to paint, does it look the same to normal paint? Planning what our house looks like and comparing this to other children.</p>	<p>what do we need to make it sticky?</p>
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