

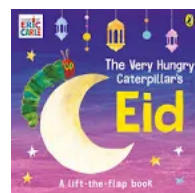
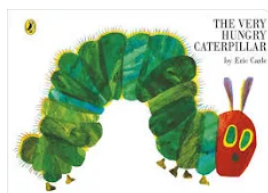
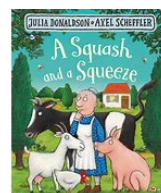
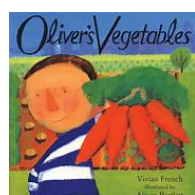
F1 Summer: How does your garden grow?/Where will our adventure take us?

Planning overview/sequential learning grid

Summer 1

Big Question: How does your garden grow?

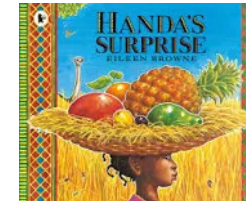
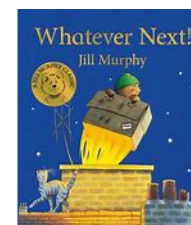
Key Themes to explore: Growing, Farm, Minibeasts, Eid

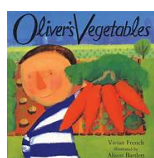
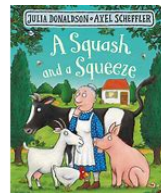


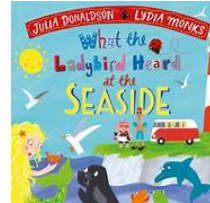


Summer 2

Big Question: Where will our adventure take us?

Key Themes to explore: Space, Under the sea, All around the world



	13.4.26	20.4.26	27.4.26	4.5.26 X4 days	11.5.26	18.5.26	1.6.26	8.6.26	15.6.26	22.6.26	29.6.26
Text/Theme	Theme: Growing 	Theme: Farm 		Theme: Minibeasts  		Theme: Eid 	Theme: Space 		Theme: Seaside 		Theme: All around the world 
Book Hook	Vegetable Planting	Lea Animals Mobile Zoo Visit		Pond Visit GPS- Butterfly House		Eid Stay and Play - Dance Days	Space Picnic		Cleethorpes Visit		Stay and Play session
Maths (Master The Curriculum)	Sequencing	Positional Language	More/fewer than	2D shape	3D shapes	Consolidation	Number composition 1-5	What comes after?	What comes before?	Numbers to 5	Consolidation
Rhyme of the Week (Taken from Mastering the Curriculum)	5 little Men in a flying saucer	Humpty Dumpty	One elephant went out to play	Ring-a-ring-a-roses	London Bridge is falling down	Hungry Caterpillar	One big Hippo	Sleeping Bunnies	5 cheeky monkeys Jumping on the bed	5 Apples	Consolidation
Phonics - Little Wandle - Turning into sounds	Sound of the week: c	Sound of the week: k	Sound of the week: e	Sound of the week: u	Sound of the week: r	Sound of the week: h	Sound of the week: b	Sound of the week: f/ff	Sound of the week: l/lI	Consolidation and Review	
	Turning into sounds: <ul style="list-style-type: none"> Learn the sound: What's in the box? (as above) Practise the sound: Sound game Blend with the sound: Blend from the box Practise blending: Oral blending games 						Turning into sounds: <ul style="list-style-type: none"> Learn the sound: What's in the box? (as above) Practise the sound: Sound game Blend with the sound: Blend from the box Practise blending: Oral blending games 				
Literacy - Reading	LO: Find two objects beginning with the same sound from a set of objects Suggested Activity - Linked to text Oliver's vegetables have a feely bag or a spot tray with a		LO: To repeat a four word tongue twister. Suggested Activity - Linked to text a squash and a squeeze ,model	LO - To engage in conversations about stories; exploring new vocabulary Suggested activity - Discuss with partners and whole class Favourite insects , discuss their features do they wings, how many legs, Discuss the life cycle of a butterfly. (Science	LO - To retell a simple familiar story from memory Suggested activity - Linked to EID and learning about the celebration Can the children						

	variety of real life vegetables and pictures . Can the children match some of the vegetables such as cucumber and carrot? Lettuce and leak, strawberry and sweetcorn		and repeat back phrases from the text - use picture cards from the text to help children remember the story - 'help me please, it's a squash and squeeze.'. QR codes	links)	retell the special events such as sharing gifts, feasts with family,decorations and new clothes .		To orally segment words to say each spoken sound separately To match orally blended words to corresponding objects/actions Suggested activity - Linked to class text Whatever next - have picture cards and cvc words with sound buttons to support words such as hat, box, Have a picture of each of the items or real life items for the children to match .		To recognise the picture side of the Phase 2 cards and say the word Suggested activity - Small group game - have lots of the picture cards printed and adult to sing / say 'can you find the cat' 'Can you find the dog' Children to quickly find the correct the images to match		LO- To sort objects which don't begin with the same spoken sound as others - single sound words not digraphs. Suggested activity Linked to Handa's surprise print pictures and key words and initial sounds for the fruits , can the children find all the fruits that begin with the same sound - g ' guava, grapes. Match and sort.
Literacy Writing	Transcription Lo - To begin to be aware of the correct initial sound for some objects with support. Suggested activity- Linked to class text Olivers Vegetables have pictures of the different vegetables and the initial sound printed underneath Eg a picture of lettuce with a l underneath and some pictures with the full word. Lots of writing opportunities , vegetable lists, whiteboards and pens.	LO- To copy or write some dominant letters of first name from the name card with support. Suggested activity - Introduce name cards or daily name / letter formation activity Adapted to a small tray with sand for finger control mark making of letters for some children .	LO - To enjoy exploring rhyme Suggested activity - Linked to text Squash and a squeeze enjoy retelling the story and the rhyming elements - can the children create their own.		LO - To form some familiar letters Suggested activities - Throughout continuous provision have lots of opportunities for mark making linked to minibests, pictures and words of insects, Elcan flower vocabulary.	LO - To listen and join in with sounds in stories. Suggested activity - As children listen to the class text and become familiar can they recall and say what events are happening - gifts, food, family, clothes .	LO - To enjoy exploring oral blending and segmenting. Suggested activity - Linked to the text Whatever next - whilst playing and exploring in a spot tray with key words, pictures and objects , model and encourage blending and segmenting.		LO- To continue to develop skills in early language, singing, rhymes during pre-formal phonics. Suggested activity - Create a seaside what's in the bag style song - placing items linked to the text what the lady bird heard next- bucket, spade, ice cream picture , sing the song whats in the bag Encourage children to join in and then choose items and say what they are.		LO - To write some letters accurately Suggested activity - Lots of opportunities within continuous provision for the children to write and form letters, links to little wandle and letter formation style.
Communication & Language	LO: Start a conversation with an adult or friend and continue it for many turns. Suggested activity: Set up a flower delivery service from a Florist Role-Play Area in your outside space. Provide children with child-sized wheelbarrows and wheeled vehicles with trailers, alongside artificial flowers. Or a vegetable patch to harvest and prepare for the supermarket.	LO: Enjoy listening to longer stories and rhymes and can remember much of what happens. LO: Listens to stories and discussions with increasing attention and recall. Suggested activity: Use T4W to orally rehearse the text map. Children perform the text in front of the green screen using the props that they have created.	LO: Listen 1:1 and in a small group for a longer period of time Suggested Activity: Small group activity marks making one of the animals from the story.	LO: Understand and answer simple who, what and where questions Suggested activity: Play farm animals headbands game. Put a sticker with the word and picture of an animal on children's heads. Ask and answer questions to find out what it is. The teacher will need to model.	LO: Understand a question or instruction that has two parts such as get your coat and wait at the door. Suggested Activity: <ul style="list-style-type: none"> Play a version of Simon Says, but with two-step commands: "Simon says: hop on one foot and touch your head." "Simon says: sit down and wave to a friend." Praise children when they follow both steps correctly.	LO: Use talk to organise themselves and their play eg 'Let's go on the bus... You sit there' Suggested Activity: Set up a construction area as a shuttle to space, encourage children to be astronauts and fly to space in their shuttle. Use play scripts to interact with the children modelling out loud the adults thinking eg) I'm going to sit here because I am the driver.	LO: Learns to understand new words and wider range of vocabulary Suggested Activity: Place an object in the bag without showing it. Ask a child to feel it and describe it using words they know. Reveal the object and introduce its name and related words. <ul style="list-style-type: none"> Example: Feeling a shell, it is smooth, I think an animal might live in it" 	LO: Using longer sentences with some linked sentences e.g. I had pizza for tea and played in the garden. Suggested activity: Ask children to say something they like, then add another thing using "and." <ul style="list-style-type: none"> "I like apples and bananas." "I like drawing and painting." 	LO: Pay attention to more than one thing at a time which can be difficult. Suggested activity: Use a backpack to explain you have been on an adventure, show children what you found on your adventure. Put them back into the backpack, ask children to dip their hand in and name 1 item they pull out of your bag.		

<p>Progress model check points</p>	<p>End of Year Checkpoint - Listens to stories with increasing attention. Use's talk to organise themselves and their play. Understand and follow a two part instruction.</p>										
<p>Understanding the World (Science)</p>	<p>LO: Continue to look at how the seasons and weather has changed.</p> <p>Suggested Activity: Large chart or board</p> <ul style="list-style-type: none"> Weather symbols (sun, clouds, rain, snow) <p>Each day, have children look outside and record the weather using symbols or stickers. Discuss changes with questions:</p> <ul style="list-style-type: none"> "What was the weather like yesterday?" "How is it different today?" 	<p>L.O: Children will recognise and name some common animals and insects in the UK:</p> <p>Farm- pig, cow, sheep, horse, hen, duck.</p> <p>Suggested activity: Name common farm animals and talk about where they live on the farm. E.g. Horse in a stable or field</p>		<p>LO - To Look at life cycles</p> <p>L.O: Children will recognise and name some common animals and insects in the UK.:</p> <p>Insects- spider, caterpillar, butterfly, ladybird, fly, ant, bee.</p> <p>Suggested activity: Create a Minibeast Investigation Lab role-play area, including plastic minibeasts, magnifying glasses and humane insect catchers.</p>		<p>LO: Can talk about the similarities and differences between materials- hard/soft, bumpy/smooth, shiny/ not shiny</p> <p>Suggested activity: Provide magnifying glasses for children to use to explore natural and manmade materials, such as leaves, bark and feathers, metal.</p>	<p>LO: Investigate push and pull</p> <p>Suggested Activity: Children make simple rockets (paper/straw or cardboard tubes).</p> <p>They push the rocket to launch it.</p> <p>Explore: What happens if you push harder/softer?</p>	<p>LO: Talk about forces (DM) – Free choice exploring with magnets</p> <p>Suggested Activity: Set up a spot tray with different items and different magnets. Children explore the different materials to see which of them stick to the magnets and which don't.</p>	<p>LO: Explore how different materials sink and float</p> <p>Suggested Activity: Explore different materials in the water tray, use vocabulary sink and float with the children.</p>		<p>LO: Know that there are four seasons in a year and name them</p> <p>Suggested Activity: Children create a collage for each season using the materials. Display them in a circle or sequence to show the year.</p>
<p>Understanding the World (Geography)</p>	<p>LO - To further develop the sense of caring for the environment.</p> <p>Suggested activity - Outdoors some planting and growing, create your own vegetable patch and discuss how to look after the area, and help the vegetables to grow. Go out daily to tend to the patch and notice changes</p> <ul style="list-style-type: none"> Take pictures Discuss the changes Language to include shoots, sprouting. 			<p>L.O Further develop the sense of caring for the environment (DM)</p> <p>Suggested activity: Create a minibeast hotel using natural materials found outside.</p>		<p>LO - To begin to talk about different countries in the world - basic differences/ similarities - depends on a child's awareness of other countries.</p> <p>Suggested activity- Linked to learning all about EID, share thoughts, similarities and differences about how we celebrate different things such as EID, Christmas , Easter .</p>	<p>LO - To Identify features on a simple map (trees, house, river, mountain)</p> <p>Suggested activity - Plan and create a map and walk around school grounds , Think about where you would start - take pictures and piece them together to create a map , past the pond? Next to the tree?</p>		<p>LO - To talk about local environments (their road, Greasbrough, Greasbrough Park, Fenton Woods, Parkgate</p> <p>Suggested activity - Linked to the seaside theme, make comparisons about where we live. What might you see? Shops, schools, houses Compared to the seaside- beach , water</p> <ul style="list-style-type: none"> Go for a walk around the local community to spot what you can see Plan a trip around the local community on the school minibus. 		

Understanding the World (History)		<p>Lo - To develop a sense of change as time passes</p> <p>Suggested Activity - Linked to farm theme print out baby animal pictures and fully grown animal pictures and where they live and discuss about the process of change the difference.</p>			<p>LO - To begin to recognise that we celebrate certain events, such as bonfire night and remembrance day, because of what happened many years ago.</p> <p>LO - To briefly talk about things that they did in the past that were important to them when looking at photos eg Christmas/ birthdays/ special occasions.</p> <p>Suggested Activity Linked to the EID celebration discuss events that take place and why it is important.</p>					
Understanding the World (RE)			<p>Lo- To begin to talk about people who are important to us.</p> <p>Suggested Activity -collect family pictures and share and talk about families - who is in the family and special people . create a pic collage with children's family pictures and speech bubbles.</p>		<p>LO- To Know that people have different beliefs</p> <p>Suggested activity: (Linked to Eid) My first festival on Cbeebies. Food tasting session</p>	<p>Lo - To continue to develop positive attitudes to make a difference.</p> <p>Suggested activity - Encourage children to be respectful of the children's different views and opinions. Different beliefs and celebrations.</p>				
Expressive Art (Art)	<p>LO: Begin to understand colours can be mixed to make new ones and be able to discuss the colours they have made.</p> <p>Suggested Activity: Use powder paint to mix colours to make green and paint a plant</p>	<p>LO: Continue to develop confidence in handling paintbrushes.</p> <p>Suggested Activity: Use a painting easel to paint a picture of one of the animals from the story.</p>	<p>LO: Collage - Adds other materials to develop models (tissue paper, glitter...) LO:Using glue stick with increasing control</p> <p>Suggested Activity: Use different collage materials to make your own butterfly.</p> <p>LO: Weave materials (fine motor skills)</p> <p>Suggested activity: Weave a web like a spider.</p>		<p>LO: Children work independently to develop basic skills</p> <p>Suggested Activity:</p>	<p>LO - To draw simple representations of objects from observation</p> <p>Suggested activity - Linked to the class text Whatever next - Guided draw of a rocket.</p>	<p>LO - To Join items with sellotape independently</p> <p>Suggested activity - Linked to text Whatever next - create junk model rockets using sellotape</p>		<p>LO - To manipulate malleable materials (rolls, cuts, squashes, pinches, twists...)</p> <p>Suggested activity- Linked to seaside , use dough disco skills of squeezing , rolling, pressing and pinching to create different sea themed creatures and patterns/ prints.</p>	
Expressive Art DT			<p>LO- To use the painting area with increasing independence and understanding</p> <p>Suggested activity - Have pictures of farm animals dotted around and allow</p>	<p>LO: Uses various construction materials and techniques e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces LO: When problems arise, talk about reasons for why it has</p>	<p>LO - To talk about the art they have produced and begin to say what they like about their art.</p> <p>Suggested activity - Throughout freeflow and learning opportunities encourage children</p>	<p>LO: Manipulate malleable materials (rolls, cuts, squashes, pinches and twists) L.O: Use their imagination as they consider what they can do with different materials.</p> <p>Suggested activity: Clay alien</p>		<p>LO To use a rolling tool to roll play dough flat</p> <p>Continue to develop playdough skills including rolling, cutting and imprinting</p> <p>Suggested activity - Create shell imprints. In Salt dough.</p>		<p>LO: Use tools for a range of purposes, e.g. grater, knife, sieve, jugs, scoops, spoons</p> <p>Cut up fruit from 'Handa's Surprise' to make a fruit kebab.</p>

			children to freely paint the animals.	not worked. Suggested activity: Create a minibeast hotel using natural materials found outside (Also Geography LO).	to share their views and thoughts on their art learning and progression. LO-To Print onto flat and 3D surfaces for example clay and playdough Suggested Activity - Clay caterpillars and butterflies.				Linked to the seaside.			
ICT	L.O: Mark make on paint software on the Interactive Whiteboard Suggested activity: 2Simple painting flowers/gardens		L.O: Can play simple games on the Interactive Whiteboard or and ipad by dragging and dropping items Suggested activity Simple city farm		L.O: Can play simple games on the Interactive Whiteboard or and ipad by dragging and dropping items Suggested activity: Minibeast pairs game on Purple Mash				L.O: Children can take photos on the camera on an ipad Suggested activity: Use the green screen to take "Whatever next" themes photos of children in space. Add a collider to their head and give them a teddy. Use a bog box for the rocket. Children take photos on the iPad in front of the green		L.O: Can programme simple instructions for the beebot using the arrows Suggested activity: Use the beebot on jungle mats. Use the arrows to direct the beebot around the jungle animals.	
Expressive Art (Music)	L.O: To move in time with music Success criteria: Pull and push the lycra sheet together	L.O: To move in time with music Success criteria: Copy a range of pulse actions in the "copy cat" song	L.O: To move in time with music Success criteria: Tap fingers in time with "little Johnny dances" song on different parts of the body	L.O: To play instruments with increased control to tell a story Success criteria: Play instruments in different ways to represent obstacles in "bear hunt"	L.O: To play instruments with increased control to tell a story Success criteria: Choose instruments with different sounds to represent bear hunt obstacles	L.O: To begin playing instruments in time with music Success criteria: Choose instruments and ways of playing to express emotion e.g. playing bouncily for excited, slow and loudly for scared		L.O: To begin playing instruments in time with music Success criteria: Play along with a faster and slower piece of music. Identify which was which	L.O: To begin playing instruments in time with music Success criteria: Play along with a louder and quieter piece of music. Identify which was which	L.O: To begin matching pitch individually Success criteria: Play the "cuckoo where are you" game, singing the cuckoo response individually	L.O: To begin matching pitch individually Success criteria: Play the "star light star bright" game, singing a wish using the tune of the question	L.O: To begin matching pitch individually Success criteria: Again, play the "star light star bright" game, singing a wish using the tune of the question
Physical Development (PE)	Get Set 4 PE - Games (Unit 1)						Get Set 4 PE - Gymnastics (Unit 1)					
	L.O: To work safely and develop running and stopping (Theme: Cars) Success Criteria: Take small steps to help you stop Travel in your own safe space	L.O: Develop throwing and learn how to keep score (Theme: Aeroplanes) Success Criteria: Finish with your hand pointing at the target Help each other to add your points together	L.O: To play games showing an understanding of the roles within (Theme: Cyclists) Success Criteria: Change direction to avoid others Listen carefully to the rules of the game	L.O:To follow instructions and move safely when playing tagging games (Theme: Buses) Success Criteria: Change direction to avoid others Tag someone by gently touching them on the arm or back	L.O: To work co-operatively and learn to take turns (Theme: Boats) Success Criteria: Once you have had your turn move to the back of the line You must tag the next person in your team before they can go	L.O: To work with others to play team games (Theme: Trains) Success Criteria: Clap the other tea at the end Encourage your team mates Listen carefully to the rules of each game	L.O: To copy and create shapes with your body (Theme: Rainforest animals) Success Criteria: Sit up tall in a tuck shape Squeeze your muscles to keep your shape Straighten arms and legs when straight and star shapes	L.O: To be able to create shapes whilst on apparatus (Theme: Woodland Animals) Success Criteria: Squeeze your muscles to help your body to keep it's shape Straighten arms and legs when holding straight and star shapes	L.O: To develop balancing and taking weight on different parts (lakeland animals) Success Criteria: Squeeze your muscles to help you stay balanced	L.O: To develop jumping and landing safely (Theme: Desert Animals) Success Criteria: Bend your knees when you land Keep your chest up	L.O: To create and copy short sequences by linking actions together (Theme: Pet animals) Success Criteria: Travel over, around and along apparatus Use rolls, balances, jumps and shapes	
Physical Development (Gross Motor)	LO: Sit at a table for adult-led tasks with mostly-correct posture Suggested Activity: Complete activities for 'squiggle whilst you wiggle' whilst sat at a table, use the pens and paper.		LO: How increasing confidence with moving in different ways. Suggested Activity: Call out a minibeast and demonstrate: Worm - wriggle on the floor <ul style="list-style-type: none"> Spider - crawl on hands and feet Ladybird - crawl, then flap arms and "fly" Frog - squat and jump Encourage children to copy and explore space safely		L.O: Rehearse and refine movements and control outdoors, moving in different ways, with adult support. Suggested activity: Create a spider's web outside on the floor, using wide sticky tape. Challenge the children to walk on tiptoes around the web without falling off it!		LO: Pedal a trike with control Suggested Activity: Set up a simple course on the track <ul style="list-style-type: none"> Start at "Earth" Ride to "Moon" (stop) Turn around a cone ("Saturn") Ride back to base Give instructions like: <ul style="list-style-type: none"> "Pedal to the moon and stop." Turn your rocket slowly around the planet. 			LO: Begin to take risks and develop understanding of safety away from an adult. Suggested Activity: Climbing frame, logs, or low balancing equipment <ul style="list-style-type: none"> Let children explore climbing with minimal intervention. Use guiding language: "Check where your feet are." Is that a safe place to put your hand?" Allow small risks (balancing, stepping across gaps) while supervising from a distance. 		

Physical Development (Fine Motor)	LO: Be independent in self care (DM) Suggested Activity: Set up a dressing area where children practise: <ul style="list-style-type: none"> Doing up buttons Pulling zips Putting on coats Use prompts: <ul style="list-style-type: none"> "Can you try the zip first?" "What do we do before we go outside?" 	LO: Continue to practise manipulating scissors with confidence (DM) Suggested Activity: <ul style="list-style-type: none"> Children cut along lines to "free" the minibeasts Start with straight lines, then wavy or zig-zag Prompt language: <ul style="list-style-type: none"> "Open and close the scissors slowly" "Can you follow the line?" 	LO: Ask confidently for the toilet and attempt to put on own coat Suggested Activity: Model simple phrases: <ul style="list-style-type: none"> "Can I go to the toilet?" "I need the toilet please." Children practise asking during role-play or circle time Adult responds positively every time	LO: Show increasing control with a range of tools. Suggested Activity: Search in moon sand for different space related items. Sand tray (moon surface) using scoops, spoons, brushes to find hidden "space objects" (stars, rocks) Children dig and brush to find the different objects in the sand. Encourage different tool use.	LO: Practise using a static tripod grip in most cases LO: Use dominant hand Suggested Activity: Use large paper, crayons and pens to create a simple map with roads, rivers and some houses. Use stickers to add different details. Encourage consistent hand use and model tripod grip.						
Personal, Social & Emotional Development	L:O: Talk freely at circle time Suggested activity: Circle time linked to growing "What Do Plants Need?" Show real items (soil, water, a plant, picture of the sun). Ask open-ended questions: "What do you think plants need to grow?" "Have you ever planted something?"		L:O: Talk about feelings and name how they are feeling Suggested activity: "How Do I Feel Today?" Circle Time Sit children in a circle and show emotion cards (happy, sad, angry, excited). Ask each child to choose a card and say: "I feel ___." Encourage them to copy the facial expression. Use mirrors to make faces.	L:O: Understand how others are feeling Suggested activity: "Guess the Feeling" Game Using the same emotion cards, model a feeling (face or simple action). Ask children: "How am I feeling?" Then let children take turns acting out a feeling for others to guess Discuss how characters may be feeling in stories and focus on naming the emotion.				L:O: Continue to develop pretend play with others. Suggested activity: Role-Play Sea Creatures Provide costumes, masks, or props (fins, shells, fish puppets). Children can pretend to be fish, crabs, sharks, or mermaids. Encourage them to act out how their creature moves, eats or plays with friends.	L:O: Talks freely at circle time Suggested activity: Share pictures from the seaside visit as a stimulus for circle time.	L:O: Make healthy choices Suggested activity: Making fruit kebabs linked to Handa's surprise	L:O Be ready and confident to transition to next class Suggested activity: Prepare children for transition. Puppet play - discuss emotions linked to transitions.