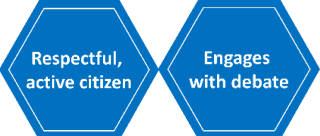
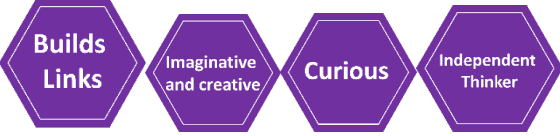



Year	EYFS					
Term	Planet Earth	Nursery - How are people's houses different around the world? Reception- Where in the world would you like to live? (green)				
<p>C& L</p> <p>Use a wider range of vocabulary. Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>-Learn new vocab -Ask questions to find out more and to check they understand what has been said to them. - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>PSED</p> <p>Develop their sense of responsibility and membership of a community. Understand gradually how others might be feeling Show resilience and perseverance in the face of challenge. Think about the perspectives of others</p> <p>-Show resilience and perseverance in the face of challenge. -Think about the perspectives of others.</p>	<p>PD</p> <p>Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand.</p> <p>-Develop the foundations of a handwriting style which is fast, accurate and efficient. -Develop children's pencil grip.</p> <p>Skill Letter formation Appropriate pencil grip</p>	<p>Lit</p> <p>Engage in extended conversations about stories, learning new vocabulary. Write some letters accurately.</p> <p>Books</p> <p>Polar Bear, Polar Bear What do you hear? (TFW)</p> <p>We're going on a bear hunt Dear Zoo Hairy Maclary</p> <p>-Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to</p>	<p>Maths</p> <p>-Talk about and explore 2D and 3D shapes. -Make comparisons between objects relating to size, length, weight and capacity. Show 'finger numbers' up to 5. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>See maths plans. Vocab</p>	<p>UTW</p> <p>-Talk about what they see, using a wide vocabulary. Show interest in different occupations. Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Expressive arts and design</p> <p>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>-Explore and engage in music making and dance, performing solo or in groups. - return to build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Vocab Tribal Rhythm</p>

<p>-Engage in non-fiction books sentences -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocab.</p> <p><u>Vocab</u></p> <p>disappointed Arctic Antarctica Africa</p> <p><u>Skill</u></p> <p>Listening to others in a small group Joining in small group conversations</p>	<p><u>Vocab</u></p> <p>persevere resilient opinion terrified relieved</p> <p><u>Skill</u></p> <p>Resilience Perseverance</p>		<p>the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences. -Form lower case letters and capital letters correctly - Read tricky words linked to phase 2 sounds.</p> <p>Books Lost and found (TFW)</p> <p>We're going on a lion hunt</p> <p>Owl babies</p> <p>Monkey puzzle</p> <p><u>Vocab</u></p> <p>Antarctica</p> <p>South pole</p> <p>Disappointed</p>		<p>-Draw information from a simple map. -Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them.</p> <p><u>Vocab</u></p> <p>Planet Earth World Arctic Antarctica Africa Animal names (linked to environment covered) Suitable</p> <p><u>Skills</u></p> <p>Observation Map reading (simple) from an atlas</p>	<p>Names of some African instruments</p> <p><u>Skills</u></p> <p>Tie dye Colour mixing Following a pattern in music/dnace</p> <p>KS1</p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels • make different sounds (long and short, loud and quiet, high and low). • Sequence sounds to create an overall effect.
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			<p>Nocturnal Hunt</p>		<p>KS1</p> <ul style="list-style-type: none"> -The names of the world's continents and oceans. -Where the continents are on a world map -The similarities and differences between 2 different localities -The location of hot and cold areas of the world in relation to the Equator and the North and South Poles. -The names of common animals including fish, amphibians, reptiles, birds and mammals. -That animals live in habitats to which they are suited. 	
<p>Community engagement</p> 		<p>Creative Development</p> 		<p>Personal Development</p> 		
<p>Throughout the unit children will be encouraged to be respectful to their peers and the adults. When engaged in discussions they will be encouraged to be respectful towards each other.</p>		<p>Throughout the unit children will build links between different parts of the world and the environments. They will be encouraged to think for themselves and give their opinions and ideas.</p>		<p>Children will be expected to work collaboratively on their final project. Throughout, children will be encouraged to reflect on their work and the effort they have made. Children will look at what it means to be determined and resilient by studying Ernest Shackleton.</p>		

Project-

Nursery - Children create their own representation of another home from around the world using a variety of creative resources.

Reception- Children to work collaboratively to create a piece of artwork linked to their learning about Africa

This medium term plan will run alongside following children's own interests and celebrating any festivals that may occur in this period. Plans are produced separately for enhancements, phonics, literacy and maths.

Chinese New Year celebrations