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|  | **WEEK 1****15/4/24** | **WEEK 2****22/4/24** | **WEEK 3****29/4/24** | **WEEK 4****6/5/24****(4 days)** | **WEEK 5****13/5/24** | **WEEK 6****20/5/24** |
| **Events** |   | Rosen Forest School22/4/24Hamerton Zoo Sparkly Start25/4/24 | Donaldson Forest School |  | Inkpen Forest School |  |
| **CL** | **3-4 Year Olds (DM)**Know many rhymes, be able to talk about familiar books, and be able to tell a long story 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 Understand a question or instruction that has two parts Use talk to organise themselves and their play | **Children in Reception (DM)**Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts 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 Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition |
| **Rhymes:** Under The SeaMarine Mammal BoogieFive little fishes swimming gin the seaWe’re going for a paddleUnder the Sea (animals under the sea) <https://www.youtube.com/watch?v=tL2zlFNfbFs> |
| **Vocabulary:**Feisty, vast, stirring, plunged, quest, rifled, shipwrecks, rooted, haul, bounty, amassed, lonesome, critters, bickered |
| **Stories:**The Rainbow Fish by Marcus Pfister A House for Hermit Crab by Eric Carle Commotion in the Ocean by Giles AndreaeThe Snail and the Whale by Julia Donaldson |
| Knowledge Harvest (KWL grid):What do you know about the zoo?  | Understand how to listen carefully and why listening is important.Before the visit to the zoo, discuss good listening.  | Describe events in some detail.Talk about the zoo visit. What did the children enjoy the most? Can they remember the day’s events in order?  | Links with Literacy:Read up to “I think that my goal was the feel all filled-up and, well, happy and…WHOLE” Why does he feel sad? How would you feel? Can you remember a time when you felt sad? What happened? What made you feel better? Discuss what it might mean to feel ‘whole’. Can you feel empty? |  Links with LiteracyShow a picture of the last page. Talk about the wording ‘Since we all need so little to have quite enough’. What does that mean? Discuss the idea of charity and how we can help those who don’t have as much as us. | Links with Literacy:Compare the whale in the story to other whales in stories e.g. The Snail and the Whale, Commotion in the Ocean |
| **PSED**  | **3-4 Year Olds (DM)**Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. | **Children in Reception (DM)**See themselves as a valuable individual.Build constructive and respectful relationships. Express their feelings and consider the feelings of others.Manage their own needs - Personal hygiene |
| See themselves as a valuable individual. Linked to CL – talk about what they know about animals. | Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.Before the visit to the zoo, discuss how we behave on a school trip. | Show resilience and perseverance in the face of challenge.Express their feelings and consider the feelings of others. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing.Links with Literacy: In groups, discuss ways which could help the sea creatures stop arguing. Adult to record ideas in the form of reef rules. Read ‘The Selfish Crocodile’.Discuss the crocodile’s behaviour and how the other animals feel. | Express their feelings and consider the feelings of others.Pupils mirror Humphrey’s emotions from facial expression in book. When do you feel lonely?  | Express their feelings and consider the feelings of others.Discuss sharing and giving- how does it make you feel? How does it make the other person feel?How did the Humphrey feel when he shared his things? Why? | Show resilience and perseverance in the face of challenge.Animal Rescue scenario - River clean up. The jungle river has become very messy with rubbish. How can we clean it up?  |
| **PD**  | **3-4 Year Olds (DM)**Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. | **Children in Reception (DM)**Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing |
| Look at how sea creatures move- crab, fish, whale, shark, jellyfish. Roleplay the whale’s journey through the sea to the coral reef using an obstacle course that pupils can make in outdoor area.Make marks, label pictures, write titles for the book, make poster of sea animals etc.Look at Blue Planet website and create an aquarium outside using the big blocks. Weave on fences to create a coral reef using scarves, pipe cleaners, ribbon etc. Model how to chalk a coral reef outline on the floor outside for small world play. Star cutters in the playdough area to make starfish. Use tools to make marks in the dough. Decorate wooden pegs to look like sharks or whales- children can open and close the pegs to collect pompoms to put into bowls.Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Begin to show accuracy and care when drawing. How to draw a whale <https://www.youtube.com/watch?v=qJUclowq0J8> |
| SPORTS COACH: Multi-skills – beach trip and the deep blue sea (outside session) |
| **L** | **3-4 Year Olds (DM)**Understand the five key concepts about print: * Print has meaning.
* Print can have different purposes.
* We read English text from left to right and from top to bottom.
* The names of the different parts of a book.
* Page sequencing.
 | **Children in Reception (DM)**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 letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school’s phonic programme. |
| **Narrative: Friendship story** THE WHALE WHO WANTED MOREBY RACHEL BRIGHT<https://www.youtube.com/watch?v=00Dy6kNqUuY>  |
| **3- and 4-year-olds outcome:** To draw/paint/make a fish individually or in a small group. To be able to contribute orally to a short story about their fish.**Children in Reception outcome:** To rewrite the story. |
| Describe the animal they think has stolen the shell. Create a wanted posters for the animal that has stolen the shell.Label pictures to say what the whale is carrying.Use adjective to describe sea creatures. | Write speech bubbles for the whale.Make predictions.Draw, label and write simple sentences to say why they love their treasured possession (toy). | Write labels, captions, sentences about the coral reef.Sequence pictures from the story.Match sentences to pictures.Write a list of reef rules. | Create a plan to stop Humphrey from stealing.Write ideas to cheer Humprey up. | **Assessment:** ***3-and 4-year-olds:*** Pupils to draw/paint/make a whale individually or in a small group. They can then contribute orally to a short story about their whale.*Can the children use some of their print and letter knowledge in their early writing? Can the children write some letters accurately?****Children in Reception:***Pupils to rewrite The Whale Who Wanted More using their story sequencing to support their writing.*Can the children form lower-case letters correctly? Can the children write short sentences with words with known sound-letter correspondences using a capital letter and full stop? Can the children re-read what they have written to check that it makes sense?* | Read the story Commotion in the OceanDraw, labels, write captions and sentences about what they would find in the ocean |
| Phase 3 Monster Phonics with Phase 2 review |
|  | **3-4 Year Olds (DM)**Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Show ‘finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.Make comparisons between objects relating to size, length, weight and capacity.Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | **Children in Reception (DM)**Count objects, actions and sounds.SubitiseLink the number symbol (numeral) with its cardinal number value.Count beyond ten.Compare numbers. |
| **NCETM Week 21** **Focus: Cardinality, ordinality and counting** Count things that cannot be seen – sounds, actions, time Revisit rules for how to count. Discuss and practise strategies for counting larger setsMake or represent their own collections of larger amounts. Practise counting on from a given number. Discuss and practise strategies for counting larger amounts that cannot be moved. **SSM**Sorting shells according to patterns etcCreate repeating patterns with shells.**WHITE ROSE:**Summer 1 Block 1To 20 and Beyond | **NCETM Week 22** **Focus: Subitising**Visualise, make and describe spatial arrangements of 6.  Practise subitising to 6.   Make and describe arrangements of 6.  Listen to rhythmic patterns of up to 5 sounds and determine the quantity.  Recognise Numberblocks and related doubles patterns on their fingers without counting.  Subitise doubles amounts shown on 10-frames. **SSM**Length investigation with scarves **WHITE ROSE:**Summer 1 Block 1To 20 and Beyond | **NCETM Week 23** **Focus: Composition**  Use fingers to make doubles patterns.  Consolidate their use of finger patterns to represent numbers within 5.  Use fingers to represent numbers within 5.  Understand that the ‘whole’ has not changed.   Use their own models and/or drawings to explore and represent the numbers within 5.  Use their fingers to represent numbers within 5.   Use die frames as a different structure with which to represent the same numbers within 5   Use spatial language to describe their arrangements.  Match die frames to ways of making 5  Explore ways of representing numbers within 5 using 10-frames   Make links between different representations of numbers within 5. **SSM**Compare fish sizes and weight.**WHITE ROSE:**Summer 1 Block 2How Many Now? | **NCETM Week 24****Focus: Composition**Visualise and use spatial language to describe numbers of dot.s Represent the same quantities to 10 using 10-frames and double dice frames.Match 10-frames with finger patterns and numerals. Use structured arrangements to show 10 and 9.Begin to explore ways to make 10. Represent ways to make 10 using structured arrangements.Decide when to subitise and when to count quantities. Represent ways to make 10 using structured arrangements.Say the different ways that 10 can be made.**SSM**Solve capacity problems.**WHITE ROSE:**Summer 1 Block 3Manipulate, Compose and Decompose | **NCETM Week 25****Focus: Composition**Identify missing numbers in the counting sequence to 5 Order towers of cubes or number plates from 1–10 on a class number trackIdentify missing numbers in the counting sequence to 10.  Match different representations of number to towers (or number plates) on a number track. Use language to describe positions on a number track.Use the language of ‘more than’ and ‘less than’ when describing positions on a number track. Begin to understand the rules for simple linear track games.**SSM**Use positional language to talk about the animals in the sea e.g. on the rock, in the reef.**WHITE ROSE:**Summer 1 Block 3Manipulate, Compose and Decompose. | Read ‘One is a Snail, Ten is a Crab’ by April Pulley Sayre and solve problems with legs**SSM**Use 2d and 3d shapes to create patterns on shells or fish **WHITE ROSE:**Summer 1 Block 4 Sharing and Grouping |
| **UW**  | **3-4 Year Olds (DM)**Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabularyBegin to make sense of their own life-story and family’s history. | **Children in Reception (DM)**Talk about members of their immediate family and community.Name and describe people who are familiar to themDraw information from a simple map.Recognise that people have different beliefs and celebrate special times in different ways.Explore the natural world around them.Describe what they see, hear and feel whilst outside.Understand the effect of changing seasons on the natural world around them. |
| **Computing**KAPOW:INTRODUCTION TO DATALoose parts play **Geography:**Leave a globe or world map in the classroom. Encourage the children to think about where the sea might be. Can they explain why they think that? | **Computing**KAPOW:INTRODUCTION TO DATASorting Ourselves | **Computing**KAPOW:INTRODUCTION TO DATAYes or No?**Science:**Discuss fish in the aquarium. Who looks after them? What do some of the animals need? Space, enclosure, food, shelter etc.Make links with Hamerton Zoo visitWhat questions do we have about the animal enclosures? | **Computing**KAPOW:INTRODUCTION TO DATACreating a Branching Database**History:** Explore London Zoo in the past using black and white images. Why do we have zoos? Why are they important. Think about conservation.    | **Computing**KAPOW:INTRODUCTION TO DATAExploring pictograms**Science:**Freeze some small world sea creatures into ice. Encourage children to use warm water and simple tools to free the sea creatures and talk about what happens as the ice melts.  | **RE**Talk about members of their immediate family and community.Comment on images of familiar situations in the past. Recognise that people have different beliefs and celebrate special times in different ways.  What happens when a baby is born? Muslim welcoming  |
| **EAD**     | **3-4 Year Olds (DM)**Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.Remember and sing entire songs. | **Children in Reception (DM)**Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses.Sing in a group or on their own, increasingly matching the pitch and following the melody.Develop storylines in their pretend play. |
| **Music**KAPOW:MUSICAL STORIESMoving to Music**Art:**Explore bubble painting. | **Music**KAPOW:MUSICAL STORIESStorytelling with actions | **Music**KAPOW:MUSICAL STORIESUsing instruments to represent actions.**Role Play:**Role play story using masks and props.  | **Art:** Explore wax resist paintings. Draw an underwater scene and then paint over the top with watery blue paint to create a sea picture. | **Music**KAPOW:MUSICAL STORIESMusical story composition**Role Play:**Act out and recite poetry from ‘Commotion in the Ocean’ by Giles Andreae. | **Music**KAPOW:MUSICAL STORIESMusical story performance**Large Art:**Work collaboratively to create a large colourful collage fish for display. Each child to decorate a scale of the fish using a variety of techniques. |
| **Provision****Play and Learn**  | **The Characteristics of Effective Teaching and Learning:****Playing and exploring -** children investigate and experience things, and ‘have a go’ **Active learning -** children concentrate and keep on trying if they encounter difficulties, and enjoy achievements **Creating and thinking critically -**children have and develop their own ideas, make links between ideas, and develop strategies for doing things |
| Images from the book so far of The Whale Who Wanted More to be left out in the environment with magnetic letters and pens to encourage labelling.Role play of different parts of storyProvide masks/ accessories such as hats so pupils can take on character roles.  | Children to create small whale pictures and then attach to a lolly pop stick so they can act out being the whale in the story. Leave the images out in the environment to encourage the pupils to continue acting out the story.  | Have books about whales (both fiction and non-fiction) and images in the environment. Set up the iPads with links to the short videos about the coral reef. **Curiosity Den**Create mini under the sea habitats using natural materials for small world play.  | Leave images of sea creatures in the environment to inspire pupils. Create a feelings table/area with pictures of different emotions that children can use to help talk about their thoughts and feelings. | Leave resources out for pupils to create /write the story in Continuous Provision. Retell and celebrate these stories. Act them out at the end of the day.  | Work in groups with common goal: sorting props in groups, working together. |