

# EYFS Curriculum map 2020-2021

|                             | <b>AUTUMN 1</b>   | <b>AUTUMN 2</b>  | <b>SPRING 1</b>   | <b>SPRING 2</b>  | <b>SUMMER 1</b>  | <b>SUMMER 2</b>   |
|-----------------------------|---|--|---|--|--|---|
| <b>Title</b>                | <b>Marvellous Me</b>  | <b>Winter Wonderland</b>   | <b>Traditional Tales</b>  | <b>Dinosaurs</b>   | <b>People Who Help Us</b>  | <b>Animals</b>  |
| <b>PHONICS</b>              | <p><b>Phase 1/Phase 2:</b><br/>(BASELINE ASSESSMENT NO NEW SOUNDS TAUGHT Week 1 &amp; 2)</p> <p><b>Phase 1:</b><br/><b>Week 1:</b> Phase 1 &amp; BASELINE<br/><b>Week 2:</b> Phase 1 &amp; BASELINE</p> <p><b>Phase 2:</b><br/><b>Week 3:</b> s, a, t, p<br/><b>Week 4:</b> i, n, m, d (HF: is, it, in, at)<br/><b>Week 5:</b> g, o, c, k (HF: and)<br/>Week 6: ck, e, u, r (Tricky: to, the)</p> | <p><b>Phase 2:</b><br/><b>Week 1:</b> h, b, f, ff (Tricky: no, go, l, into)<br/><b>Week 2:</b> l, ll, ss (Revise: to, the, and)<br/><b>Week 3: Revise:</b> s, a, t, p (Dec: dad, mum, big, it, at)<br/><b>Week 4: Revise:</b> i, n, m, d (Dec: on, up, back, if, but, of)<br/><b>Week 5: Revise:</b> g, o, c, k (Dec: into, his, him, had, in)<br/><b>Week 6: Revise:</b> e, u, r, h, b (Nativity- revise all)<br/><b>Week 7: Revise</b> f ff ll</p> | <p><b>Phase 3:</b><br/><b>Week 1:</b> j, v, w, x (2 syllable words)<br/><b>Week 2:</b> y, z, zz, qu (Tricky: he, she (Spell: to, the)<br/><b>Week 3:</b> ch, sh, th (Tricky: we, me, be (Dec: then, them, with)<br/><b>Week 4:</b> ng, ai (Tricky: was (Spell: no, go (Dec: that, this, will)<br/><b>Week 5:</b> ee, igh (Tricky: my (Dec: see, mum, dad)<br/><b>Week 6:</b> oa, oo, oo (Tricky: you (Dec: too, look)</p> | <p><b>Phase 3:</b><br/><b>Week 1:</b> ar, or (Tricky: they)<br/><b>Week 2:</b> ur, ow (Tricky: her)<br/><b>Week 3:</b> oi, er (Tricky: all (Dec: now, down)<br/><b>Week 4:</b> ear (Spell the, to, no go)<br/><b>Week 5:</b> air (2syllable words)<br/><b>Week 6:</b> ure (2 syllable words)</p>     | <p><b>Phase 4: (Plus Ph 3 revision)</b><br/><b>(Week 1: ASSESSMENT WEEK)</b><br/><b>Week 2:</b> read Spell cvcc (Tricky: said so) (Spell: he, she, we, me, be)<br/><b>Week 3:</b> read Spell ccvc (Tricky: have, like, some, come) (Spell: was, you) (Read and spell HF: it's)<br/><b>Week 4:</b> read spell adj consonants Spell adjacent consonants (Tricky: were, there, little, one) (Spell: they, all, are) (Read and spell HF: from)<br/><b>Week 5:</b> read spell adj consonants (Tricky: do, when, out what) (Spell: my, her) (Read and spell HF: children)<br/><b>Week 6:</b> read spell adj consonants (Read and spell HF: just, help)</p> | <p><b>Phase 4:</b><br/><b>(Week 1: ASSESSMENT WEEK of Phase 3 and Phase 4)</b><br/><b>Week 2:</b> revise read/spell cvcc Write Phase 2/3 phonemes using correct graphemes. (More Able begin Phase 5)<br/><b>Week 3:</b> revise read/spell ccvc Write Phase 2/3 phonemes using correct graphemes. (More Able Phase 5)<br/><b>Week 4:</b> Revise adjacent consonants Write Phase 2/3 phonemes using correct graphemes. (More Able Phase 5)<br/><b>Week 5:</b> Revise adjacent consonants Write Phase 2/3 phonemes using correct graphemes. (More Able Phase 5)<br/><b>Week 6: END OF YEAR PHONIC ASSESSMENT FOR YEAR 1.</b></p> |
| <b>POETRY Basket</b>        | Chop Chop<br>Five Little Pumpkins<br>Leaves are Falling   | Pointy Hat, Cup of tea, Leaves are Falling, Breezy Weather, Mice, Christmas Poetry:, Counting Christmas, When Santa got stuck, Five Little Reindeer  | I can build a snowman<br>Popcorn, A Little House<br>Pancakes, A little seed   | Furry Furry Squirrel, Hungry Birdies, Stepping Stones<br>Mrs Bluebird, Spring Wind   | Dance, Pitter Patter, Sliced Bread<br>Five Little Peas, Thunderstorm<br>Poetry and Percussion Performance  | I have a little frog, A little shell<br>The Fox, Monkey Babies<br>Five Little Owls, Under a stone   |
| <b>Literacy and Reading</b> | Sharing and modelling of lilac texts.<br>Name writing and pencil grip.<br>Initial sounds/Phase 2 Phonics focus – word building – VC/CVC.<br>Colourful Semantics: WHO, WHAT DOING<br>BASELINE: Draw and label a picture of your family.  | <b>Non-fiction texts: transport, maps, space</b><br><b>Jack Frost</b><br><b>Nativity</b><br>Initial sounds/Phase 2 Phonics focus – word writing – CVC.<br><b>Caption writing using tricky words.</b><br><b>Colourful Semantics: WHO, WHAT DOING, WHAT</b>  | <b>Jack and the Beanstalk</b> character descriptions, adjectives.<br>Instruction writing: how to plant a seed,<br><b>The Gingerbread Man</b> Recipes<br><b>Goldilocks</b><br>Letter from Goldilocks   | <b>Harry and the Bucketful of Dinosaurs</b><br>Sentence writing – in my bucket...<br><b>T4W – Little Dinosaur</b><br><b>If the Dinosaurs came back</b><br>Sentence writing – If the dinosaurs came back...<br><b>Non-fiction texts - dinosaurs</b><br>Label and caption writing about dinosaur facts | <b>Non-fiction books - people who help us</b><br>Writing a non-fiction book about people who help us – based on visitors.<br>Sentence writing – factual<br>Letter writing - community heroes   | <b>The Very Hungry Caterpillar</b><br><b>The Very Busy Spider</b><br><b>What Pet Should I Get?</b><br>Sentence writing – I would like a...<br><b>Non-fiction books - animals</b><br>research and write animal facts<br>Writing and performing group poems about animals.<br>Recount trip to Blashford Lakes.  |
| <b>Books of the week</b>    | Rosie's Walk , Farmer Duck<br>What the ladybird heard<br>Goodnight moon , SShhhhh   | Owl Babies<br>Whatever next<br>Hansel and Gretel   | Alice in Wonderland, Jack and the Bean stalk<br>Gingerbread Man<br>Mr Grumpy's Outing   | The Elves and the Shoemaker<br>The Little Red Hen  | On My way home<br>The Gruffalo   | Handa's Surprise  |
| <b>C&amp;L</b>              | Colourful Semantics scaffolds talk, Words of the week – linked to texts. Show and Tell - pictures on screen of when the children were babies<br>Colourful Semantics scaffolds talk and writing<br>Helicopter stories - Children tell stories. Adults scribe and children act out.   |  |   |  |  |   |
| <b>Nursery Rhymes</b>       | Eight nursery rhymes that all children will know by the end of Reception:<br>12345 Once I Caught a Fish Alive, Twinkle Twinkle, Incy Wincy Spider, Wheels on the Bus, Old Macdonald, Heads, Shoulders, Knees and Toes, Ten Green Bottles, I hear Thunder  |  |   |  |  |   |

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| <b>MATHS</b>                    | <p><b>Maths lessons start in week 3 of term after baseline is complete.</b></p> <p><b>Week 1:</b> Number – counting to 5 and matching numeral to quantity. Teach numerals 1-4.</p> <p><b>Week 2:</b> Number – counting to 5 and matching numeral to quantity. Recap 1-4 and teach numeral 5.</p> <p><b>Week 3:</b> Pattern</p> <p><b>Week 4:</b> Subitising to 6.</p> <p><i>Time – daily timetable and routines. Autumn/seasons within UW topic.</i></p> | <p><b>Week 1:</b> Addition: solve real problems within 5, 6, and 7 by combining two groups. Teach numerals 6 and 7.</p> <p><b>Week 2:</b> Comparing amounts. More/fewer. Teach numerals 8 and 9.</p> <p><b>Week 3:</b> Touch counting and matching quantity to numeral. Teach numeral 10. (Activity in maths books)</p> <p><b>Week 4:</b> 2D shape. Paul Klee Red Bridge.</p> <p><b>Week 5:</b> Length, weight capacity</p> <p><b>Week 6:</b> Consolidation of Autumn term skills.</p> <p><b>Week 7:</b> Consolidation of Autumn term skills.</p> | <p><b>Week 1:</b> Estimating and counting within 20.</p> <p><b>Week 2:</b> Patterns and symmetry. Link to doubling.</p> <p><b>Week 3:</b> Doubles and Halves. Link to addition and subtraction.</p> <p><b>Week 4:</b> 2D and 3D shapes</p> <p><b>Week 5:</b> Weight</p> <p><b>Week 6:</b> Addition and recording</p> <p><i>Time – season walk, daily timetable, telling the time on the class clock.</i></p> | <p><b>Week 1:</b> Counting, comparing and matching quantity to numeral within 20.</p> <p><b>Week 2:</b> Subtraction</p> <p><b>Week 3:</b> One more and one less. Link to addition and subtraction.</p> <p><b>Week 4:</b> Position and direction</p> <p><b>Week 5:</b> Number bonds to 5 and 6. Link to addition.</p> <p><b>Week 6:</b> Consolidation of Spring term skills based on need of the cohort</p> <p><i>Time – season walk, daily timetable, telling the time on the class clock.</i></p> | <p><b>Week 1:</b> 2D and 3D shape.</p> <p><b>Week 2:</b> Estimating, comparing and ordering within 20.</p> <p><b>Week 3:</b> Subtraction</p> <p><b>Week 4:</b> Doubling and halving</p> <p><b>Week 5:</b> Addition and subtraction. More able: counting in 2s and 5s.</p> <p><i>Time – season walk, daily timetable, telling the time on the class clock.</i></p> <p><i>Money to be taught through Natwest moneysense workshop, number fun and continuous provision.</i></p> | <p><b>Week 1:</b> Addition and subtraction – counting on and back.</p> <p><b>Week 2:</b> Consolidation of weight, length, capacity.</p> <p><b>Week 3:</b> Number bonds to 10. Link to addition. More able: counting in 10s.</p> <p><b>Week 4:</b> Word problems using addition and subtraction.</p> <p><b>Week 5:</b> Y1 Power maths transition</p> <p><b>Week 6:</b> Y1 Power maths transition.</p> <p><i>Time – season walk, daily timetable, telling the time on the class clock.</i></p> |
| <b>Understanding the world.</b> | <p>Me as a baby – how have I changed? What can I do now that I couldn't before? Where do I live?</p> <p>Autumn – Autumn walk looking at seasonal changes.</p>  | <p>Why couldn't Mary take a taxi to Bethlehem? Discussion about differences between the past and now. What is the weather like in Bethlehem? What does the environment look like? Seasonal changes in Ferndown Geography – where do we live? Ice – melting and freezing</p>   | <p>Celebrations<br/>Melting and freezing ELG<br/>Making Gingerbread Man</p>  | <p>Growing beans/ cress in school garden<br/>What was the world like when the dinosaurs were alive?<br/>Dinosaur Dome</p>  | <p>How have emergency services changed over time?<br/>Floating and sinking<br/>Ducks in class – art drawing.</p>   | <p>Looking after our environment – recycling, litter picking etc<br/>Butterflies in class. Art - drawing</p>   |
| <b>RE</b>                       | <p>Special People: Christianity, Judaism<br/>A role model is a person who is a good example to follow.<br/>Jesus is a role model for Christians.<br/>He helped people.</p>   | <p>The Nativity<br/>Christmas is on the 25<sup>th</sup> December.<br/>Christians celebrate Christmas.<br/>They celebrate Jesus' birth.</p>  | <p>Chinese New Year, Holi, Our New Year<br/>1. Family and friends celebrate<br/>2. People tidy their homes and put up decorations.<br/>3. People buy presents, new clothes and special food.</p>   | <p>Easter<br/>Christianity - Persian New Year??<br/>1. Christians celebrate Easter.<br/>2. Jesus died on the cross.<br/>3. Jesus came back to life.</p>  | <p>Story Time: Buddhism, Christianity, Islam, Hinduism, Sikhism<br/>1. There are stories from all around the world.<br/>2. A story can have a moral.<br/>3. Stories in the Bible teach us about God.</p>   | <p>Special Places: Christianity, Judaism, Islam<br/>1. The church is a special place for Christians to worship God.<br/>2. The mosque is a special place for Muslims to worship Allah.<br/>3. The synagogue is a special place for Jews to worship God.</p>  |
| <b>EAD – art</b>                | <p><b>Collage</b> – Exploration of collage materials for free choice pictures.</p>   | <p><b>Colour Mixing</b> Guided high five colour mixing of primary colours.<br/>Firework pictures</p>  | <p><b>Collage</b> – Jacks bean stalk using a variety of different green materials</p>  | <p><b>Colour Mixing</b> – Adding white or tiny amounts of black to create different shades</p>   | <p><b>Collaging/painting</b> storyboards</p>   | <p><b>Colour Mixing</b> – Exploratory colour mixing to paint their butterflies.</p>  |
| <b>EAD – Ob drawing</b>         | <p>Family members/ People</p>  | <p>Harvest festival vegetables – pumpkins, squashes ect.</p>  | <p>Self as Nativity character</p>  | <p>Daffodils/ flowers that the children have grown</p>   | <p>Community hero</p>  | <p>Animals – classroom butterflies<br/>Vegetables from school garden</p>   |
| <b>EAD – Techniques Tools</b>   | <p>Brick <b>printing</b> for little pigs house<br/><b>Textures</b> - Adding sand, sawdust etc. to paint.</p>   | <p>Paper <b>tearing</b> to create Robin and penguin pictures.<br/>Frosted window pictures.</p>  | <p>Using forks to create different paint marks of hairy bear.</p>  | <p>Fossil <b>rubblings</b><br/>Bubble wrap <b>printing</b> to <b>Textures</b> - Mixing shaving foam into paint</p>   | <p><b>Joining materials</b> – making an emergency vehicle</p>  | <p><b>Techniques</b> -</p>   |
| <b>EAD- Construction</b>        | <p>Junk modelling – My Home</p>  | <p>Junk modelling a rocket</p>  |  | <p>Chair for baby bear</p>   | <p>Junk Modelling – Make an emergency vehicle</p>  |  |
| <b>MUSIC</b>                    | <p>Listen - BBC School Radio Programme</p>   | <p>Sing &amp; Perform: Christmas Production</p>   | <p>Learn to play Instruments: Percussion Instruments</p>   | <p>Poetry and Percussion</p>   | <p>Play &amp; Compose: - Class Band</p>  | <p>Class Choir (Whole School performance – St Mary's Summer service)</p>   |
| <b>PSED</b>                     | <p>Jigsaw<br/>Being Me in My World</p>   | <p>Jigsaw<br/>Celebrating Difference</p>  | <p>Jigsaw<br/>Dreams and Goals</p>   | <p>Jigsaw<br/>Healthy Me</p>   | <p>Jigsaw<br/>Relationships</p>  | <p>Jigsaw<br/>Changing Me.</p>   |

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| <b>PD GROSS MOTOR/ PE</b>                | PE – gross motor and agility skills Using playground equipment   | Gross Motor – balance and agility   | Gymnastics Dough Disco (intervention)   | Gymnastics Dough Disco (intervention)  | Ball skills   | Sports Day - Athletics   |
| <b>PD foundation skills intervention</b> | BASELINE<br><a href="https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/occupational-therapy/fine-motor-skills-information-schools">https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/occupational-therapy/fine-motor-skills-information-schools</a>                                      | Week 1-6 of South Warwickshire NHS trust<br>1: foundation skills<br>See separate PD skills planning for explore, PD intervention and fine motor intervention  | Week 1-6 of South Warwickshire NHS trust<br>2: Hand skills<br>See separate PD skills planning for explore, PD intervention and fine motor intervention  | Week 1-6 of South Warwickshire NHS trust<br>3: Hand skilled hand use<br>See separate PD skills planning for explore, PD intervention and fine motor intervention   | Week 1-6 of South Warwickshire NHS trust<br>4: Handwriting-letter formation<br>See separate PD skills planning for explore, PD intervention and fine motor intervention   | Week 1-6 of South Warwickshire NHS trust<br>6: Handwriting fluency and speed<br>See separate PD skills planning for explore, PD intervention and fine motor intervention   |
| <b>SCISSOR SKILLS</b>                    | Individual scissor skills Assessment.<br>Identify L handed children display on poster in class.<br>Introduce children to L & R hand scissors/storage/safety<br>Teach tearing paper/tissue paper to make a portrait of themselves on a plate.<br><b>Small group skills</b> open/close scissor to snip – cut hair for paper tube models. | Continue <b>small group scissor skills</b> – teach maintaining grip while positioned on paper. Support control in open/close action. Make forward cuts in a straight line.<br>Practice cutting using scissor cutting sheets with a change of direction.<br>Teacher models to class how to hold paper and turn it.<br>Cutting practice sheets.<br>Snip tissue paper/ coloured paper to make Winter decs. | Teacher models to class how to cut a curved, wavy or zig-zag line. Also, how to hold paper and turn it while cutting to always cut straight forward.<br>Cutting practice sheets with curved, wavy, zig-zag lines.<br>Make prince/princess crowns following zig-zag lines – Traditional tales theme.<br>Continue <b>small group scissor skills</b> focus on children still needing support/L handed.                   | Continue practising cutting curved/wavy/zigzag lines.<br>Make 2d pictures using a range of different cuts.<br>Make a paper dinosaur hand puppet using cutting skills.<br>Cut zigzags for teeth/spikes.<br>Cut out pictures of dinosaurs for fact pages.  | Move on skills to cutting round circles and making spirals.<br>Make hanging ornaments using spirals.<br>Cut around 2D shapes/templates to make a vehicle picture e.g. fire engine/ambulance/police car.   | Practice cutting different thicknesses of materials – card, paper, cardboard to make models. Snip pieces of art straws to make a plate of food.<br>Use different materials to assemble an animal stick puppet.   |
| <b>Scissor Vocab</b>                     | Left hand, Right hand, tear, snip  | Control, grip, straight, direction  | Curved, wavy, zigzag  | Curved, wavy, zigzag   | Circles, spirals, template  | Thickness, Thick, thin, materials  |
| <b>DOUGH SKILLS</b>                      | Intro Whole class dough disco<br>Hygiene/wash hands<br>Teacher models how to prod, pinch, roll a ball, roll a sausage.<br><b>DOUGH DISCO VIDEOS DAILY</b><br>Dough skills/vocab in explore<br>Activities: free choice using cutters/tools<br>Sharing resources as a group.<br>Playdough picture/number mats- link to nursery rhymes.   | Whole class dough disco:<br>Hygiene/wash hands<br>Teacher models how to twist, stretch, squash.<br><b>DOUGH DISCO VIDEOS DAILY</b><br>Activities: free choice using cutters/tools<br>Sharing resources as a group.<br>Playdough picture/number mats – link to nursery rhymes.<br>Use real biscuit dough to make Winter/Christmas biscuits with cutters.   | Dough skills/vocab in explore:<br>Rolling pin and pattern making. Explore tools to mark make in dough e.g. scrape, pattern.)<br>Activities:<br>Push natural materials into dough.<br>Repeating patterns in dough – Lego, wheels etc.<br>Cooking role play with utensils – colander, sieve, potato masher.<br>Cut 2d shapes – order, shape/size<br>Use real dough to make Gingerbread men – link to Traditional tales. | Dough skills/vocab in explore:<br>Cutting skills, roll balls and sausages and cut with playdough knives. Cut playdough worms with playdough scissors.<br>Activities: self-portraits using worms for hair, use tools to make shapes for face.<br>Salt dough – dinosaur fossils<br>Playdough mats, numbers, letters.<br>Cooking in role play – making food by rolling in balls, sausages.<br>Dinosaur playdough models using pasta for decoration add googly eyes, matchsticks, feathers, pebbles. | Dough skills/vocab in explore:<br>Explore smells and describe – cocoa, nutmeg, vanilla, herbs, spices, coconut.<br>Create pictures using dough.<br>Activities: Cooking in role play with playdough e.g. gingerbread smell-buns and cakes<br>Use balance scales to weigh out playdough/put out in bun tins.<br>Playdough mats, numbers, letters. | Dough skills/vocab in explore:<br>Textures in dough- smooth, grainy, lumpy. Explore and describe textures. Add seeds, lentils, sawdust, glitter.<br>Create pictures using dough free choice add – shells, pebbles, flowers, sticks wood, pulses.<br>Activities: Create animal dough pictures with salt dough/texture flat 2d.<br>Create 3d models of animals adding decoration using beads/sticks etc<br>Playdough mats, numbers, letters. |
| <b>Dough Vocab</b>                       | Hygiene, clean, prod, pinch, roll, squash, pat.  | Hygiene, clean, twist, stretch, squash, push, pull.   | Pattern, mark make, roll, flatten, scrape, dent, squeeze.   | Roll, knead, longer than, shorter than, snip, chop, trim, decoration.  | Revise: prod, roll, pinch, flatten, stretch, twist.<br>Describe smell: sweet, spicy, strong, delicious  | Revise: prod, roll, pinch, flatten, stretch, twist<br>Describe texture: flat, lumpy, smooth, grainy, bumpy.  |
| <b>SAND SKILLS</b>                       | Moulding and manipulating wet sand using moulds and  | Create shapes and models using hands, changing the properties of sand by  | Make and copy patterns in the sand using a variety of objects.  | Dry sand: use sieves, funnels, tubing, containers, scoops,   | Explore capacity by filling similar and different sized containers. Compare   | Experimental play: leave sand free of equipment to allow   |

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| <b>VOCAB</b>            | buckets, filling wide containers using hands and spades, exploring properties of sand, sharing sand space with a peer. Sensory exploration – feet, elbows, knees and hands in the sand. Stand and use feet to make impressions.           | adding water, filling narrower containers using a variety of tools, making impressions in the sand using a variety of objects e.g. shells, tyre tracks, forks, rakes         | Make patterns and impressions moving from left to right. Compare patterns in dry, damp and very damp sand. Write letters and numbers in the sand. Build an unbroken sand castle.   | mills and tools to explore the movement of dry sand. Explore the shapes of the piles of sand below the funnels – cones, rounded piles, high or low piles. Use balance scales to explore the weight of wet and dry sand. Using dry sand in imaginative play (dinosaur topic). | filling containers with wet and dry sand. Order containers from heaviest to lightest, fullest to emptiest, most to least. Look at seaside photos. Recreate images of sand art.  | children to make moulds with their hands. Read stories about deserts and beaches. Variety of small world, printing, containers, water, moulds and resources available to allow children to make decisions about what they want to add. Challenge to build a complex series of unbroken sandcastles. |
|                         | Same, different, how much?, more, less, enough, pour, fill, build, squeeze, scoop, wet cold, level  | Changes, flattens, squelchy, damp, crumbly, dry, wet, mould, pinch, heap, inside, shape, stir  | Pattern, mark, print, scratch, slide, press, pull, drag, between, disappears, smooth, soaked   | Flow, pour, turn, shake, overflow, through, piles, high, low, cone, round, heavy, light, weight, hard, soft, rough, bumpy, more, less.   | Heavy, light, long, short, wide, narrow, tall, small, most, least, full, half-full, empty, spoonful, cupful, beakerful  | Trickle, curved, circular, rounded, join, design, middle, in-between, under,  |
| <b>WATER SKILLS</b>     | (Learn how to use water safely/use of aprons Sharing equipment – rules no splashing. Talk about where water comes from.) Scooping up/pouring water Imaginative play: Tea set in water Washing babies Investigate – making/blowing bubbles | Scooping up/pouring out Fill and empty different sized containers/funnels Imaginative play: Arctic world - seals/sea lions/ penguins/icebergs. Investigate frozen water- ice | Scoop and pour into containers with accuracy from teapots/jugs into bottles/containers Imaginative play: small world people Investigate- Musical instruments fill bottles different levels/blow Fairy tale – witch/wizard potions- glitter/colour stirring wands | Scoop and pour into containers with accuracy from large to small funnels into containers Imaginative play: dinosaur swamp with real grasses/tree trunks, frozen dinosaurs- use tools to free. Washing – sorting socks/baby clothes language about pattern/size               | Filling containers without letting them overflow Imaginative play RNLI life- boats, Fishermen – catch fish. Plumbers – set up water ways with gutters/use joining ends/tools in water tray. Investigate- floating and sinking | Balance scales in the water tray – exploring weight of water. Imaginative play- underwater creatures animals/rock pool- fishing nets- real seaweed/shells Animal environments – crocodile swamp- water hole Ducks/fish- nets  |
| <b>Water Vocab</b>      | Properties of water: cool, warm, pour, run, and drip. Lake, river, pond, ocean.   | Filling, pouring, emptying, container Blowing, splashing, waves, frozen, chilly  | Stirring, level, potion, liquid, colour mixing   | Swamp, defrost, Positional language: pouring through, floating on top. Predictions how many scoops to fill.  | Overflow, flow Describe containers, straight sides, curved sides, cylinder. Floating, sinking.  | Balance, weight, full, empty, less, more, heavy, light, rock pool   |
| <b>ROLE PLAY RD</b>     | BABY HOSPITAL<br>FRUIT AND VEG SHOP   | ARCTIC   | CHINESE RESTAURANT   | JUNGLE   | FIRE STATION  | PET SHOP  |
| <b>ROLE PLAY RC</b>     | HOME CORNER   | HOME CORNER  | FAIRYTALE COTTAGE  | DINOSAUR DIG   | HOSPITAL  | VET SURGERY   |
| <b>ROLE PLAY</b>        |   | Outdoor role play - nativity   |  | HOME/KITCHEN/BABIES  | HOME/KITCHEN/BABIES   | HOME/KITCHEN/BABIES   |
| <b>Play House</b>       |   |  |  |  |   |   |
| <b>Trips and Visits</b> | Farm Visit – Traditional Wheat Grinding, Tractor, Farmer<br><br>Autumn Walk   | United Church Visit – Introduce Nativity story<br>Autumn Walk<br>Visit St Mary’s Church – Christmas Service  | Winter Walk  | Ferndown Library trip<br>Dinosaur Dome visit<br>Spring Walk<br>Visit St Mary’s Church – Easter service and Easter bonnet competition   | Fire service visit<br>RNLI visit<br>Police visit<br>Natwest Money workshop  | Summer Walk<br>RSPB visit<br>Blashford Lakes Trip<br>Visit St Mary’s Church – Summer service  |