



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		All Creatures Great and Small	Come and Join the Celebration	Dinosaur Explorers	If You Go Down to the Woods...	It's Time for a Change	Planet Earth
Curriculum Map	Experiences	<ul style="list-style-type: none"> <li>Visit to a petting zoo or farm.</li> <li>Zoolab visit for the first half of this topic??</li> <li>RSBP BIG GARDEN BIRDWATCHING EVENT?</li> <li>School's Harvest festival in Church</li> </ul>	<ul style="list-style-type: none"> <li>Rossmere Forest School Christmas experience at the end of the topic <u>(link with Geog- people and communities- how do WE celebrate Christmas?)</u></li> <li>Christmas/Christingle service in Church</li> <li>Christmas party- see Geog</li> <li>Trip to a synagogue/ visit from synagogue representative to learn about Hanukkah (see RE)</li> </ul>	<ul style="list-style-type: none"> <li>Trip- SCIENCE CENTRE IN NEWCASTLE- PLAYFUL SCIENCE, IT'S DINO TIME WORKSHOP.</li> </ul>	<ul style="list-style-type: none"> <li>Adopt an animal- bonfree.org.uk</li> <li>Easter Service in Church</li> </ul>	<ul style="list-style-type: none"> <li>Order chicks (Living Egg Company)</li> <li>Greatham Feast- service in church for St John and village parade.</li> </ul>	<ul style="list-style-type: none"> <li>Name a Star for the class</li> <li>Country of the World Day</li> <li>Graduation Ceremony</li> <li>Sport's Day</li> <li>Leavers Services</li> </ul>
	Global Community		<ul style="list-style-type: none"> <li>Exploring special times from other cultures/communities/ countries (see UTW and RE).</li> </ul>		<ul style="list-style-type: none"> <li>Adopt a bear or gorilla- bornfree.org.uk (see Geography)</li> </ul>		
	Preparing for the Future	<ul style="list-style-type: none"> <li>Aspirations- what is it like to be a vet? Who might want to be a vet/vet nurse when they are older?]</li> <li>Preparing animals for cold weather- See DT and Geog</li> </ul>			<ul style="list-style-type: none"> <li>Species conservation- see Geography.</li> </ul>	<ul style="list-style-type: none"> <li>Predictions about how they might change (see history)</li> </ul>	
	PSED	<ul style="list-style-type: none"> <li>Our Rules and DENTAL HYGEINE</li> </ul>	<ul style="list-style-type: none"> <li>Look What I Can Do</li> </ul>	<ul style="list-style-type: none"> <li>Yes I Can</li> </ul>	<ul style="list-style-type: none"> <li>Caring For Pets</li> </ul>	<ul style="list-style-type: none"> <li>Changing Me</li> </ul>	<ul style="list-style-type: none"> <li>How I Feel</li> </ul>

	<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>Early Talk Boost (Nursery)</li> <li><i>Old McDonald Had a Farm</i></li> <li><i>Mary Had a Little Lamb</i></li> <li><i>Hickory Dickory Dock</i></li> <li><i>This Little Piggy Went to Market</i></li> </ul>	<ul style="list-style-type: none"> <li>Class Worship</li> <li><i>If You're Happy and You Know It</i></li> <li><i>Pat-a-Cake, Pat-a-Cake Baker's Man</i></li> <li><i>There's Something Special Going On</i></li> <li><i>Five Currant Buns</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Dinosaur Hokey-Cokey</i></li> <li><i>1 Little, 2 Little, 3 Little Dinosaurs</i></li> <li><i>Dinosaur, Dinosaur Turn Around</i></li> </ul>	<ul style="list-style-type: none"> <li>Class Worship</li> <li><i>See the Little Bunnies</i></li> <li><i>When Goldilocks Went to the House of the Bears</i></li> <li><i>Teddy Bear Teddy Bear Turn Around</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Wind the Bobbin Up</i></li> <li><i>Mary, Mary Quite Contrary</i></li> <li><i>Heads, Shoulders, Knees and Toes</i></li> <li><i>Chick, Chick Chicken</i></li> </ul>	<ul style="list-style-type: none"> <li>Class Worship</li> <li><i>Hey Diddle Diddle</i></li> <li><i>Twinkle Twinkle Little Star</i></li> <li><i>5 Little Men in a Flying Saucer</i></li> </ul>
	<b>PD</b>	<ul style="list-style-type: none"> <li>Travelling (over and under)</li> <li>Parachute Games - Nursery Rhymes (Nursery)</li> </ul>	<ul style="list-style-type: none"> <li>Body Management</li> <li>Parachute Games - Number Songs (Nursery)</li> </ul>	<ul style="list-style-type: none"> <li>Cooperate and solve problems</li> <li>Dough Disco (Nursery)</li> </ul>	<ul style="list-style-type: none"> <li>Manipulation &amp; Coordination</li> <li>Dough Disco (Nursery)</li> </ul>	<ul style="list-style-type: none"> <li>Cricket</li> <li>Fine Motor Challenges/Finger Gym (Nursery)</li> </ul>	<ul style="list-style-type: none"> <li>Sports Day Games</li> <li>Fine Motor Challenges/Finger Gym (Nursery)</li> </ul>
	<b>Key Texts</b>  <b><u>ALSO SEE BAKING/ COOKING/ FOOD PREPARATION ACTIVITIES FOR ADDITIONAL NON-FICTION TEXTS (RECIPE BOOKS)</u></b>	<ul style="list-style-type: none"> <li>The Three Little Pigs (Literacy)</li> <li>The Great Pet Sale (Literacy)</li> <li>The Tiger Who Came to Tea (Literacy)</li> <li>James Herriot's Treasury for Children (Adult led-History)</li> </ul> <p><b><u>Non-Fiction</u></b></p> <ul style="list-style-type: none"> <li>Animal Homes (by Libby Walden) (Adult led-Geography and Science)</li> </ul>	<ul style="list-style-type: none"> <li>Guy Fawkes For Kids: The Gunpowder Plot of 1605 (Literacy) (<b>TRUE STORY-NON FICTION LINK</b>)</li> <li>Out and About: A First Book of Poems by Shirley Hughes (Literacy)</li> <li>Ten Rules of the Birthday Wish (Literacy)</li> <li>The Jolly Christmas Postman (Literacy)</li> </ul>	<ul style="list-style-type: none"> <li>How to Look After Your Dinosaur (Jason Cockroft) (Literacy)</li> <li>Dear Dinosaur (Chae Strathie) (Literacy)</li> </ul> <p><b><u>Non-Fiction</u></b></p> <ul style="list-style-type: none"> <li>Lift-the-Flap Questions and Answers About Dinosaurs (Literacy and Geog)</li> <li>Curious About Fossils by Kate Waters (History)</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks and the Three Bears (Literacy)</li> <li>Little Red Riding Hood (Literacy)</li> <li>Hansel and Gretel (Literacy)</li> </ul> <p><b><u>Non-Fiction</u></b></p> <ul style="list-style-type: none"> <li>RSPB First Book of Trees by Derek Niemann (see Science)</li> <li>101 Things for Kids to Do Outside (see DT)</li> </ul>	<ul style="list-style-type: none"> <li>Jack and the Beanstalk (Literacy)</li> <li>The Growing Story (Helen Oxenbury) (Literacy)</li> <li>A Chair for Baby Bear (Kaye Umansky &amp; Chris Fisher) (History)</li> </ul> <p><b><u>Non-Fiction</u></b></p> <ul style="list-style-type: none"> <li>Egg to Chicken (Holly Duhig) (Literacy)</li> <li>Tree: Seasons Come, Seasons Go (Geography: Natural World)</li> <li>101 Things for Kids to Do Outdoors (DT)</li> </ul>	<ul style="list-style-type: none"> <li>Whatever Next (Literacy)</li> <li>Emma Jane's Aeroplane (Literacy)</li> <li>Here We Are (Literacy)</li> </ul> <p><b><u>Non-Fiction</u></b></p> <ul style="list-style-type: none"> <li>Hello World! Moon Landing by Jill McDonald (History)</li> </ul>
	<b>Literacy</b>	<ul style="list-style-type: none"> <li><b>The Three Little Pigs</b>- initial sounds, cvc words including phoneme frames. Add labels to the illustrations/characters (phoneme frames to support when necessary/orally blending and segmenting the cvc words where necessary).</li> </ul>	<ul style="list-style-type: none"> <li><b>Guy Fawkes for Kids</b>- look at why is Bonfire Night celebrated? Order events/pictures from the story (to help them learn what happened) then match words/captions/2-word captions/labels to different characters in the story. Then think of</li> </ul>	<ul style="list-style-type: none"> <li><b>Lift-the-Flap Questions and Answers About Dinosaurs</b>-list the clues they find (adjective and noun e.g. big mess)</li> <li>Create diagrams with captions about dinosaurs.</li> <li><b>How to Look After Your Dinosaur</b>- write an Instruction</li> </ul>	<p><b>Learn the stories- activities might include:</b></p> <ul style="list-style-type: none"> <li>sequence the stories</li> <li>sort characters/events/ descriptions</li> <li>match characters to events/descriptions/setting s</li> <li>hot seating characters</li> <li>illustrations from the story- think/say/feel/what happens next?</li> </ul>	<ul style="list-style-type: none"> <li><b>Jack and the Beanstalk</b> (2 weeks) Learn the story and then complete writing about it (see previous half term activity suggestions)</li> <li><b>Jack and the Beanstalk</b> (LINK WITH SCIENCE 1 activity)- use as a</li> </ul>	<ul style="list-style-type: none"> <li><b>Whatever Next</b>- Re-enact what Baby Bear did using props and resources. Take photos and use to write a recount.</li> <li><b>Emma Jane's Aeroplane</b>- Pick one place from the book as a group children spend the</li> </ul>

		<p>•<b>The Great Pet Sale-</b> 1st week- cvc labels (on price tag templates) for each pet that is for sale using phoneme frames if necessary. Then, introduction to lists- list the pets that are for sale to put in the shop (phoneme frames to support where necessary).</p> <p>•<b>The Tiger Who Came to Tea-</b> lists- reading and writing shopping lists using phoneme frames to support where necessary. Practise crossing off the list what you have.</p>	<p>their own words/captions/word and adjective to describe/label each character.</p> <ul style="list-style-type: none"> <li>• <b>'Fire' poem in Shirley Hughes Out and About: First Book of Poems.</b> Sort adjectives that do and do not describe the fireworks. Think of their own adjectives/descriptive captions (adjective and noun) to describe the fireworks and list them. Create a class free verse poem using adjectives from each child.</li> <li>• <b>Ten Rules of the Birthday Wish-</b> Follow the rules in the book. Take pictures of each one. Match the rule (short caption/word) to the correct photo.</li> <li>• Write/complete the sentence/describe what is happening (which rule) in each picture of them.</li> <li>• <b>The Jolly Christmas Postman.</b> List the Christmas things/features they see (words, captions/simple sentences depending on ability). Then, write a letter (list) to Santa. (Simple sentence/caption/cloze procedure as necessary)</li> </ul>	<p>(caption) to tell people how to solve the problem.</p> <ul style="list-style-type: none"> <li>• <b>Dear Dinosaur/school trip.</b> Read simple sentences/captions and match to dinosaur from trip. Write a text message/sentence/ caption back to dinosaur about their trip</li> </ul>	<ul style="list-style-type: none"> <li>• story planning- beginning/middle/end</li> <li>• create scenes from the story</li> </ul> <p><b>In order to lead to lead to:</b></p> <ul style="list-style-type: none"> <li>• speech bubbles for characters</li> <li>• write sentences/captions about images from the story</li> </ul> <p>rewrite story (simple- one caption for beginning, one for middle and one for end)</p>	<p>stimulus- focus on growing beans. Plant the beans, write a recount.</p> <ul style="list-style-type: none"> <li>• <b>Egg to Chicken</b> (LINK WITH SCIENCE 2 activity)- Diary of chicks (recounts/facts they have learnt</li> <li>• <b>The Growing Story</b> (link with History session)- write a letter to the boy about how we change as we grow.</li> </ul>	<p>afternoon 'there' eating the food, doing activities related to the place. Create a postcard from the day.</p> <ul style="list-style-type: none"> <li>• <b>Here we Are-</b> create their own version of the book focusing on Greatham School.</li> </ul>
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	<b>Mathematics</b>	<u><b>Reception</b></u> Subitising within 3, Counting, Ordinality and Cardinality, Composition of 3 and 4, Subitising objects and sounds, Comparison of sets by looking, Match, Sort and Compare, Talk About Measure and Patterns <u><b>Nursery</b></u> Colour, Matching, Sorting	<u><b>Reception</b></u> Counting, ordinality and Cardinality (2), Comparison of sets by matching, Composition- whole and part, Composition 3,4 and 5, Counting, Ordinality and Cardinality- object counting, matching numeral to quantity, Circles and Triangles, Shapes with 4 sides <u><b>Nursery</b></u> Number 1, Number 2 (including subitising), Pattern	<u><b>Reception</b></u> Subitising within 5, Counting, Ordinality and Cardinality-staircase pattern, Composition- 5, Composition- 6 and 7, Composition- sets, Mass and Capacity, Length, Height and Time <u><b>Nursery</b></u> Number 3 (including subitising), Number 4 (including composition), Number 5 (including composition)	<u><b>Reception</b></u> Counting, Ordinality and Cardinality- ordering Comparison- to 8, Composition- 7, Composition- doubles, Composition- odd and even, 3D Shapes <u><b>Nursery</b></u> Number 6, Height and Length, Mass, Capacity	<u><b>Reception</b></u> Counting, Ordinality and Cardinality- larger sets, Subitising to 6, Composition- 5 and a bit, Composition- 10, Comparison- linked to ordinality, Manipulate, Compose and Decompose <u><b>Nursery</b></u> Sequencing, Positional language, More than/fewer, 2D shape, 3D shape	<u><b>Reception</b></u> Review and assess subitising, bonds, composition of numbers, comparison, number patterns and counting. Map and Build, Making Connections <u><b>Nursery</b></u> Number composition, What comes after? What comes before? Numbers to 5
	<b>Understanding The World (RED TEXT- MAKING LINKS WITH KS1)</b>	<ul style="list-style-type: none"> <li><b>Science (Natural World, Animals Including Humans, Working Scientifically).</b> Which animals/bugs live in our school? Sweep for bugs.</li> <li><b>Geography (Natural World).</b> Link with science session. Sort animals into those they think could be found in school and those they think could not be found in school. Why do they think this? Refer to features of our environment to answer this. Go out into the grounds to try to find each feature needed by each animal to help them with their sorting. Chn to take photos of each feature as evidence. See NF text <b>Place Knowledge Human and Physical Geography</b></li> </ul>	<ul style="list-style-type: none"> <li><b>History (People, culture and Communities, Past and Present- Using simple language that relates to the passing of time, chronology)-</b> what are our favourite celebrations through the year? Create a timeline of when these events happen. Add children's individual birthdays.</li> <li><b>Geography (People, Culture and Communities)-</b> Google Expeditions/Youtube videos- festivals from around the world. Watch some videos of celebrations from other cultures. How to they compare/differ to celebrations from their experience? Briefly locate the countries the celebrations originate from on a map or globe and look at them in relation to proximity to UK. (link with our Christmas party/lunch/services) <b>Human and Physical Geography</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Science- (Natural World. Animals Including Humans, Working Scientifically)</b> Playful Science- It's Dino Time (Science Centre in Newcastle).</li> <li><b>History- (Past and Present and Natural World Using simple language that relates to the passing of time, investigating artefacts, how historians use sources of evidence)</b> Fossils. What are they? What do they tell us? Make a fossil. What does this fossil tell us?</li> <li><b>Geography- (Natural World)-</b>Sort dinosaurs into those that lived in water and those that lived on land based on their physical features. Use Lift the Flap Dinosaur book <b>Place Knowledge Human and Physical Geography</b> Geographical Skills and Fieldwork</li> </ul>	<ul style="list-style-type: none"> <li><b>History-Past and Present- Using simple language that relates to the passing of time, chronology, similarities and differences, continuity and change, how Historians use sources of evidence).</b> The history/timeline of a tree (one in the school grounds using pictures/information about when it was planted. How has it changed?</li> <li><b>Geography- (Natural World/People and Communities)</b> Adopt a brown bear, Gorilla or other forest animal from bornfree.or.uk. Find out about the animal/and its location e.g. the geographical features of its location (weather, environment etc.) from the adoption pack received. How does it compare to our environment/forest school/home?</li> <li><b>Science (Natural World- identifying and classifying, Plants, Working Scientifically)-</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Geography (Natural World)-</b> Use Tree: Seasons Come, Seasons Go book and photos of Greatham from each season. Explore Greatham through the changing seasons. What similarities/differences can be seen in the photographs of the same location (Greatham school) during each season. <b>Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork ALSO SCIENCE LINK- SEASONAL CHANGES</b></li> <li><b>Science 1 (Natural World, Plants, Working Scientifically)-</b> Growing beans in a bag (link with Jack and the Beanstalk in Literacy).</li> <li><b>Science 2 (Natural World Animals</b></li> </ul>	<ul style="list-style-type: none"> <li><b>History (past and present- Using simple language that relates to the passing of time, How Historians use Sources of Evidence, Chronology, Making connections between Past and Present)-</b> Moon Landing. Read the NF book and watch the video of the historic event. Use NASA kids website. Compare with space exploration now (Link with Whatever Next, then do moon pictures the week after).</li> <li><b>Geography (People, culture and communities, natural world. Also see literacy week 3)-</b>Look at photos from different countries- what can you tell me about them from the clues in the</li> </ul>

		<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> <li>• <b>History (Past and Present-chronology, identifying changes in their own lives, using simple language that relates to the passing of time, identifying changes between past and present, continuity and change, making connections between past and present THEN AND NOW</b> Match animals with what they used to look like in the past (baby versions). Then, match children in the class with images of them from the past (baby photographs)</li> <li>• <b>ADDITIONAL-</b> VISIT A PETTING ZOO. RSBP BIG GARDEN BIRDWATCHING EVENT if appropriate?</li> <li>• Purple Mash 2Paint (link with EAD)- children to design farm, animal, elephant, frog, spider</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Science (Everyday Materials, Working Scientifically)-</b> Fireworks in a jar experiment (changing states of matter)</li> <li>• Children will also make Christingle in RE (record in RE book)</li> </ul>	<ul style="list-style-type: none"> <li>• Purple Mash 2Paint (link with EAD)- children to use to design dinosaurs, Chinese lanterns</li> </ul>	<p>Using RSPB First Book of Trees, can children identify the types of tree in the Nature Garden</p> <ul style="list-style-type: none"> <li>• <b>Baking/cooking/food preparation-</b> Pancakes- link with Easter (See RE)</li> <li>• Purple Mash 2Paint (link with EAD)- children to use to design teddies, Three Bears' chairs, Easter Eggs</li> </ul>	<p><b>Including Humans, Working Scientifically)-</b> Class chicks. Life cycles. Observe the chicks. What do you notice? What do they need to survive? (Link with Egg to Chicken and Literacy sessions)</p> <ul style="list-style-type: none"> <li>• <b>History (Past and Present, People and Communities Using simple language that relates to the passing of time, Chronology, How Historians use Sources of Evidence, Similarities and Differences, Changes in their Own Lives, Making Connections between Past and Present Investigating Artefacts)-</b> How have I changed- <b>children to bring in photos of themselves from birth to now (in a timeline form)</b> How have they changed? Use A Chair for Baby Bear (Kaye Umansky &amp; Chris Fisher)</li> <li>• Purple Mash 2Paint (link with EAD)- children to use the ICT programme to, a lifecycle/a chick</li> </ul>	<p>photo? What can you tell me about the people that live there (from the clues in the photos?) Then, look at these countries on a globe. (size of country, location, proximity to water etc- intro to representations on a globe). (Link with Here We Are) <b>PLAN LIKE READING COMP SESSION?? INCLUDE PHOTOS OF THE PEOPLE THAT LIVE THERE. WHAT CAN YOU TELL ME ABOUT THEM?</b> Locational Knowledge Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> <li>• <b>Science (Physical processes- exploring magnets Everyday Materials, Working Scientifically) –</b> create a 'flying' aeroplane (link with Emma Jane's aeroplane).</li> </ul>
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	<b>Expressive Art and Design (RED TEXT- MAKING LINKS WITH KS1)</b>	<ul style="list-style-type: none"> <li>Learn and perform nursery rhymes (see C&amp;L)</li> <li><b>Art-</b> Look at work of Natalie McIntyre. Observational drawings of one of the bugs they have found using her work as inspiration. <i>Exploring and Developing Ideas, Drawing, Work of Other Artists</i></li> <li><b>DT-</b> Design and make habitats for the nature garden- Bug Hotels (not hedgehog house as we do this next year!). <i>Link with Geography. Design, Making, Technical Knowledge</i></li> <li><b>Baking/cooking/food preparation-</b> Bear toast. <i>Cooking and Nutrition</i></li> <li>Make Cauliflower card.</li> <li>Music: Me (<i>Listening and Appraising, Singing, Performing</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Learn and perform nursery rhymes (see C&amp;L)</li> <li><b>Baking/cooking/food preparation-</b> Birthday cupcakes. <i>Cooking and Nutrition</i></li> <li><b>Art/DT-</b> Design and make their own wrapping paper- printing. Focus on William Morris- repeated patterns. USE THE WRAPPING PAPER TO WRAP UP THEIR CHRISTMAS GIFTS?? (making a piece of wrapping paper for a functional use- DT link). <i>Exploring and Developing Ideas, Printing, Work of Other Artists, Design, Making, Technical Knowledge</i></li> <li>Christmas gift.</li> <li>Christmas card.</li> <li>Calendar and Christmas hats.</li> <li>Children will also make Christingle in RE (record in RE book)</li> <li>Music: My Stories (<i>Listening and Appraising, Singing, Improvising/Composing Using Instruments- invent a pattern to go with a song using one note, Performing</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Learn and perform nursery rhymes (see C&amp;L)</li> <li><b>Art-</b> Create collaborative dinosaur skeletons using sticks <i>Exploring and Developing Ideas, Collage</i></li> <li><b>DT-</b> Create a collaborative dinosaur small world/habitat/role play based on NF book <i>Making</i></li> <li><b>Baking/cooking/food preparation-</b> fossil biscuits (stamping dino shapes into dough). <i>Cooking and Nutrition</i></li> <li>Music: Everyone! (<i>Listening and Appraising, Singing, Improvising/Composing Using Instruments- use the starting note to explore melodic patterns using one or two notes, Performing</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Learn and perform nursery rhymes (see C&amp;L)</li> <li><b>Art-</b> Tree bark rubbings <i>Exploring and Developing Ideas</i></li> <li><b>DT-</b> Make a mini wildlife pond for the Nature Garden <i>Design, Making Technical Knowledge</i></li> <li>Hand print bears (Mother's Day cards- Mummy Bear)</li> <li>Easter cards</li> <li>Music: Our World (<i>Listening and Appraising, Singing, Improvising/Composing Using Instruments- use the starting note to explore melodic patterns using one or two notes, Performing</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Learn and perform nursery rhymes (see C&amp;L)</li> <li><b>Baking/cooking/food preparation (link with science- changing states)-</b> Ice lollies using fruit juice. <i>Cooking and Nutrition</i></li> <li><b>Art-</b> Colour mixing- changing colours. <i>Exploring and Developing Ideas, Painting</i></li> <li><b>DT-</b> Make a twig plant pot (to transfer the beans in bags into!) <i>Making, Technical Knowledge</i></li> <li>Music: Big Bear Funk (<i>Listening and Appraising, Singing, Performing</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Learn and perform nursery rhymes (see C&amp;L)</li> <li><b>Art-</b> chalk moon pictures. (<i>Link with Whatever Next</i>) <i>Exploring and Developing Ideas, Drawing</i></li> <li><b>DT-</b> papier-mâché planets (<i>Link with Emma Jane's Aeroplane</i>) <i>Making</i></li> <li><b>Baking/cooking/food preparation-</b> Cheesy Star biscuits- see Usborne recipe book. (<i>Link with Here We Are</i>) <i>Cooking and Nutrition</i></li> <li>Music: Reflect, Rewind and Replay (<i>Listening and Appraising, Singing, Performing</i>)</li> </ul>
	<b>Religious Education</b>	<ul style="list-style-type: none"> <li>Let's Find Out About Special Times From Different Cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Let's Find Out About Special Times From Different Cultures.</li> <li>Let's Find Out About How Christians Celebrate Christmas?</li> </ul>	<ul style="list-style-type: none"> <li>Let's Find Out How The Bible Is A Special Book.</li> <li>Let's Find Out About Special People.</li> </ul>	<ul style="list-style-type: none"> <li>Let's Hear Some Stories Jesus Heard.</li> <li>Let's Find Out About Easter.</li> </ul>	<ul style="list-style-type: none"> <li>Let's Find Out About Friendship</li> </ul>	<ul style="list-style-type: none"> <li>Let's Find Out About Special Places- The Church.</li> <li>Let's Find Out About Prayer.</li> </ul>



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Autumn All Around Us	It's Cold Outside	It's a Kind of Magic	Once Upon a Time...	Coast to Coast	What a Wonderful World!
Curriculum Map	Experiences	<ul style="list-style-type: none"> <li>Enter the annual scarecrow competition.</li> <li>Harvest Festival in Church</li> </ul>	<ul style="list-style-type: none"> <li>Saltholme Christmas/Winter experience at the end of the topic?</li> <li>Christmas/Christingle service in Church</li> <li>Christmas party- see RE</li> </ul>	<ul style="list-style-type: none"> <li>Link with Cinderella's coach- how has transport changed? <u>Trip to the Transport museum.</u></li> </ul>	<ul style="list-style-type: none"> <li>Salt Holme Pond Dipping trip (half day session??)</li> <li>Easter Service in Church</li> </ul>	<ul style="list-style-type: none"> <li>Visit to Playology Beach School at Seaham marina (See Geography).</li> <li>Greatham Feast-service in church for St John and village parade.</li> </ul>	<ul style="list-style-type: none"> <li>Bear Hunt around Greatham</li> <li>Country of the World Day</li> <li>Class Butterflies (Insect Lore)</li> <li>Graduation Ceremony</li> <li>Sport's Day</li> <li>Leavers Services</li> </ul>
	Global Community	<ul style="list-style-type: none"> <li>Harvest in other countries- food in other countries see RE link with charities harvest etc</li> </ul>	<ul style="list-style-type: none"> <li>Northern Lights (see Literacy)</li> </ul>		<ul style="list-style-type: none"> <li>Bridges to connect communities- see Geography.</li> </ul>	<ul style="list-style-type: none"> <li>Link with pollution (See Geography)</li> </ul>	<ul style="list-style-type: none"> <li>See literacy.</li> </ul>
	Preparing for the Future	<ul style="list-style-type: none"> <li>Growing/planting veg/ harvesting/preparing the veg patches for the summer term/later in the year.</li> </ul>	<ul style="list-style-type: none"> <li>Making a hedgehog house in preparation for hibernation.</li> </ul>		<ul style="list-style-type: none"> <li>Illustrator as a future career?- see Art.</li> </ul>	<ul style="list-style-type: none"> <li>Link with pollution- how can we help prevent it to preserve the planet for future generations? (See Geography)</li> </ul>	<ul style="list-style-type: none"> <li>See DT.</li> </ul>
	PSED	<ul style="list-style-type: none"> <li>I Belong and DENTAL HYGIENE</li> </ul>	<ul style="list-style-type: none"> <li>It's Good to Share</li> </ul>	<ul style="list-style-type: none"> <li>Super Me</li> </ul>	<ul style="list-style-type: none"> <li>Fabulous Friends</li> </ul>	<ul style="list-style-type: none"> <li>The Selfish Little Red Hen</li> </ul>	<ul style="list-style-type: none"> <li>My Marvelous Mind</li> </ul>
	Communication and Language	<ul style="list-style-type: none"> <li>Early Talk Boost (Nursery)</li> <li>Rain, Rain Go Away</li> <li>Doctor Foster</li> <li>Dingle, Dangle Scarecrow</li> <li>Five Little Ducks</li> </ul>	<ul style="list-style-type: none"> <li>Class Worship</li> <li>Here We Go</li> <li>'Round the Mulberry Bush</li> <li>I Hear Thunder</li> <li>I'm a Little Snowman</li> <li>Five Christmas Puddings (in a Bakers' Shop)</li> </ul>	<ul style="list-style-type: none"> <li>This is My Magic Wand</li> <li>Incy Wincy Spider</li> <li>Five Little Speckled Frogs</li> </ul>	<ul style="list-style-type: none"> <li>Class Worship</li> <li>Hot Cross Buns (Easter)</li> <li>Jack and Jill</li> <li>Little Bo Peep</li> <li>Humpty Dumpty</li> </ul>	<ul style="list-style-type: none"> <li>Row, Row, Row Your Boat</li> <li>1,2,3,4,5 (Once I Caught a Fish Alive)</li> <li>London Bridge is Falling Down</li> <li>I Had a Little Turtle</li> </ul>	<ul style="list-style-type: none"> <li>Class Worship</li> <li>The Grand Old Duke of York</li> <li>The Wheels on the Bus</li> <li>Horsey, Horsey</li> </ul>
	PD	<ul style="list-style-type: none"> <li>Handling equipment/balloon Games</li> </ul>	<ul style="list-style-type: none"> <li>Speed Agility Travel</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Dough Disco (Nursery)</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics</li> <li>Dough Disco (Nursery)</li> </ul>	<ul style="list-style-type: none"> <li>Balance Bikes</li> </ul>	<ul style="list-style-type: none"> <li>Sports Day Games</li> </ul>

		<ul style="list-style-type: none"> <li>Parachute Games -Nursery Rhymes (Nursery)</li> </ul>	<ul style="list-style-type: none"> <li>Parachute Games -Number Songs (Nursery)</li> </ul>			<ul style="list-style-type: none"> <li>Games-Olympics (Reception)</li> <li>Fine Motor Challenges/Finger Gym (Nursery)</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics-Jumping Jacks (Reception)</li> <li>Fine Motor Challenges/ Finger Gym (Nursery)</li> </ul>
	<p><b>Key Texts</b></p> <p><b><u>ALSO SEE BAKING/COOKING/FOOD PREPARATION ACTIVITIES FOR ADDITIONAL NON-FICTION TEXTS (RECIPE BOOKS)</u></b></p>	<ul style="list-style-type: none"> <li>The Little Red Hen (Literacy)</li> <li>The Scarecrows' Wedding (Literacy)</li> </ul> <p><b><u>Non-Fiction</u></b></p> <ul style="list-style-type: none"> <li>Awesome Autumn (Literacy and Adult Led-History and Art)</li> </ul>	<ul style="list-style-type: none"> <li>The Magic Sky (Literacy)</li> <li>Out and About: A First Book of Poems by Shirley Hughes (Literacy)</li> <li>One Snowy Night (Literacy)</li> <li>The Snowman (Literacy)</li> </ul> <p><b><u>Non-Fiction</u></b></p> <ul style="list-style-type: none"> <li>Secrets of Winter. A shine-a-light Book by Carron Brown and Georgina Tee (Adult led-Geography)</li> </ul>	<ul style="list-style-type: none"> <li>Room on the Broom (Literacy)</li> <li>The Magic Porridge Pot (Literacy)</li> <li>Cinderella (Literacy)</li> </ul>	<ul style="list-style-type: none"> <li>The Gingerbread Man (Literacy)</li> <li>The Three Billy Goats Gruff (Literacy)</li> <li>Each Peach Pear Plum (Literacy)</li> </ul> <p><b><u>Non-Fiction</u></b></p> <ul style="list-style-type: none"> <li>A Book of Bridges. Here to There and Me to You (Cheryl Keely) (Geography and DT)</li> <li>Illustrators Annual 2020 by Bologna Children's Book Fair (Art)</li> <li>101 Things for Kids to Do Outside (see DT)</li> </ul>	<ul style="list-style-type: none"> <li>The Lighthouse Keeper's Lunch (Literacy)</li> <li>Somebody Swallowed Stanley (Literacy)</li> <li>The Snail and the Whale (Literacy)</li> </ul> <p><b><u>Non-Fiction</u></b></p> <ul style="list-style-type: none"> <li>gracedarling.co.uk (History)</li> </ul>	<ul style="list-style-type: none"> <li>We're Going on a Bear Hunt (Literacy)</li> <li>The Very Hungry Caterpillar (Art)</li> </ul> <p><b><u>Non-Fiction</u></b></p> <ul style="list-style-type: none"> <li>(Royal Horticultural Society) How Does a Butterfly Grow? (Literacy, History and Science)</li> <li>The World Around Me (fold out book) (Literacy)</li> <li>Collage Workshop for Kids. The Eric Carle Museum by Shannon Merenstein (Art)</li> <li>101 Things for Kids to Do Outside (see DT)</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li><b>The Little Red Hen</b>- initial sounds, cvc words including phoneme frames. Add labels to the illustrations/characters (phoneme frames to support when necessary/orally blending and segmenting the cvc words where necessary).</li> <li><b>Awesome Autumn</b>- 1st</li> </ul>	<ul style="list-style-type: none"> <li><b>The Magic Sky/ Out and About: A First Book of Poems</b> - Intro to labelling using adjective and noun with finger space to separate.</li> <li>Children to then create a free verse poem as a class (using each adjective and noun).</li> <li><b>One Snowy Night</b>- Lists containing an</li> </ul>	<ul style="list-style-type: none"> <li><b>Room on the Broom</b>- create a diagram with captions for a broomstick they have made.</li> <li><b>The Magic Porridge Pot</b>- create a 'recipe book,' using captions, to make porridge.</li> <li><b>Cinderella</b>-write a text message to Cinderella about different modes of</li> </ul>	<p><b>Learn the stories- activities might include:</b></p> <ul style="list-style-type: none"> <li>sequence the stories</li> <li>sort characters/events/descriptions</li> <li>match characters to events/descriptions/settings/objects</li> <li>hot seating characters</li> <li>illustrations from the story-think/say/feel/what happens next?</li> <li>story planning- beginning/middle/end</li> </ul>	<ul style="list-style-type: none"> <li><b>The Lighthouse Keeper's Lunch</b>- Children to create pulley system and lunch for the Lighthouse Keeper (in Safari Hut) and transport. Write about what you did.</li> <li><b>Somebody Swallowed Stanley</b>-Link with Geography trip. Create a fact</li> </ul>	<ul style="list-style-type: none"> <li><b>We're Going on a Bear Hunt</b>- Re-enact by going on a 'bear hunt' around Greatham. Take photos and use to write a recount. (link with Geog)</li> <li><b>The World Around Me (fold out book)</b>- Pick one place from the book as a group children</li> </ul>



	<ul style="list-style-type: none"> <li>week- cvc labels on diagrams.</li> <li>Then, introduction to lists- make a list of the signs of Autumn we might find in the garden and then use the list for a scavenger hunt (phoneme frames to support where necessary).</li> <li><b>The Scarecrows' Wedding-</b> lists- reading and writing lists using phoneme frames to support where necessary. Practise crossing off the list what you have.</li> </ul>	<ul style="list-style-type: none"> <li>adjective and a noun.</li> <li>Introduction to captions- describe where the list told you to put the animal from the story.</li> <li><b>The Snowman-</b> Learning the story. Introduction to beginning middle and end. Introduction to simple caption for each part of the story.</li> </ul>	transport she might use instead of her pumpkin carriage (link with History trip).	<ul style="list-style-type: none"> <li>create scenes from the story</li> </ul> <p><b>In order to lead to lead to:</b></p> <ul style="list-style-type: none"> <li>speech bubbles for characters</li> <li>write sentences/captions about images from the story</li> <li>rewrite story (simple- one caption for beginning, one for middle and one for end)</li> </ul>	<p>file about what you learnt.</p> <ul style="list-style-type: none"> <li><b>The Snail and the Whale-</b> write a giant message to the whale on the yard in chalk. Write signs to hang round the school to warn others to save the whale!</li> </ul>	<p>spend the afternoon 'there' eating the food, doing activities related to the place. Create a postcard from the day. (Link with Geog)</p> <ul style="list-style-type: none"> <li><b>(Royal Horticultural Society) How Does a Butterfly Grow?</b> Diary of butterflies (record facts they have learnt).</li> </ul>
<b>Mathematics</b>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Subitising within 3, Counting, Ordinality and Cardinality, Composition of 3 and 4, Subitising objects and sounds, Comparison of sets by looking, Match, Sort and Compare, Talk About Measure and Patterns</li> <li><b>Nursery</b></li> <li>Colour, Matching, Sorting</li> </ul>	<p><b>Reception</b></p> <p>Counting, ordinality and Cardinality (2), Comparison of sets by matching, Composition- whole and part, Composition 3,4 and 5, Counting, Ordinality and Cardinality- object counting, matching numeral to quantity, Circles and Triangles, Shapes with 4 sides</p> <p><b>Nursery</b></p> <p>Number 1, Number 2 (including subitising), Pattern</p>	<p><b>Reception</b></p> <p>Subitising within 5, Counting, Ordinality and Cardinality- staircase pattern, Composition- 5, Composition- 6 and 7, Composition- sets, Mass and Capacity, Length, Height and Time</p> <p><b>Nursery</b></p> <p>Number 3 (including subitising), Number 4 (including composition), Number 5 (including composition)</p>	<p><b>Reception</b></p> <p>Counting, Ordinality and Cardinality- ordering Comparison- to 8, Composition- 7, Composition- doubles, Composition- odd and even, 3D Shapes</p> <p><b>Nursery</b></p> <p>Number 6, Height and Length, Mass, Capacity</p>	<p><b>Reception</b></p> <p>Counting, Ordinality and Cardinality- larger sets, Subitising to 6, Composition- 5 and a bit, Composition- 10, Comparison- linked to ordinality, Manipulate, Compose and Decompose</p> <p><b>Nursery</b></p> <p>Sequencing, Positional language, More than/fewer, 2D shape, 3D shape</p>	<p><b>Reception</b></p> <p>Review and assess subitising, bonds, composition of numbers, comparison, number patterns and counting. Map and Build, Making Connections</p> <p><b>Nursery</b></p> <p>Number composition, What comes after? What comes before? Numbers to 5</p>
<b>Understanding the World (RED TEXT- MAKING LINKS WITH KS1)</b>	<ul style="list-style-type: none"> <li><b>History (Past and Present- also link with Natural World Chronology, identifying changes in their own lives, using simple language that relates to the passing of time,</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Science (Physical Processes, Everyday Materials, Working Scientifically )-</b>Ice melting-freeing the animals from the ice.</li> </ul>	<ul style="list-style-type: none"> <li><b>History (Past and Present- identifying similarities and differences, connections between past and present, chronology, using simple language</b></li> </ul>	<p><b>History (Past and Present- identify similarities and differences, make connections between past and present, looking closely at images, investigating artefacts, using simple language that relates to the passing of time)-</b> Make comparisons between Each</p>	<ul style="list-style-type: none"> <li><b>Science (The natural world, Everyday Materials, Working Scientifically)-</b> Float and sink experiment (Somebody</li> </ul>	<ul style="list-style-type: none"> <li><b>Weeks 2/3/4- Science/History (Animals Including Humans, Working Scientifically, natural world/life cycles/past and present- using</b></li> </ul>

		<p><u>identifying changes between past and present, continuity and change, making connections between past and present</u>)- link with Awesome Autumn book, <b>but do later in the half term so changes are more evident.</b> Look at photos of Greatham in the summer. Think about signs of Autumn from the book. Find the same place as the photo- how has it changed? Which signs of Autumn can you see?</p> <ul style="list-style-type: none"> <li>• <b>Science (Physical Processes- waterproof materials, everyday materials, Working Scientifically)</b>-test hats to find which will keep the scarecrow dry.</li> <li>• <b>Geography (Natural World/People and Communities)</b>- work out which area in the garden would be most appropriate for the scarecrow to be places- based on what they learn about the purpose of scarecrows. Finish a map by adding photos in the correct place on</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Geography (Natural world- weather)</b>- What happens outside in winter? Can we spot any of these things in our own school outdoor environment? What do animals do in winter? Use Secrets of Winter book. Link with DT</li> <li>• <b>Human and Physical Geography Geographical Skills and Fieldwork AND SCIENCE LINK- SEASONAL CHANGES</b></li> <li>• <b>History (Past and Present using simple language that relates to the passing of time, identifying changes in their own lives, identifying similarities and differences, chronology)</b>- Why do we wear different clothing at different times of year? (From Historical Association)</li> <li>• Children will also make Christingle in RE (record in RE book)</li> </ul>	<p><b>that relates to the passing of time, investigating artefacts, how historians use sources of evidence)</b>- link with Cinderella's coach- how has transport changed? Trip to the Transport museum.</p> <ul style="list-style-type: none"> <li>• <b>Geography (Natural World)</b>- make a 'Greatham' potion, selecting appropriate 'ingredients' using their knowledge of what would be found in this familiar location and what they know about the environment/peo ple etc</li> <li>• <b>Science (Everyday Materials, Working Scientifically)</b>- Bubbling Magic Potion experiment</li> </ul>	<p>Peach Pear Plum and the same/similar items we have today (focus on household items).</p> <ul style="list-style-type: none"> <li>• <b>Geography</b>- explore different types of bridges. What are they for? What do they do? Briefly find their location on a globe. Visit the bridge in Greatham and then compare with other bridges in Hartlepool (using photos)- Link with Three Billy Goats (See DT) Use: A Book of Bridges. Here to There and Me to You (Cheryl Keely)</li> <li>• <b>Science (Animals Including Humans, Working Scientifically)</b>- Pond Dipping (trip to Saltholme or make a little pond in our garden at the start of the term and then explore what is in it by the end of the half term/USE THE ONE THE CHN MADE LAST YEAR IN 'IF YOU GO DOWN TO THE WOODS' TOPIC) link with the river (Each Peach Pear Plum)</li> <li>• Making pancakes (see RE)</li> <li>• Purple Mash 2Paint (link with EAD)- children to use the ICT programme to design gingerbread man, Easter Eggs</li> </ul>	<p>Swallowed Stanley)</p> <ul style="list-style-type: none"> <li>• <b>History (past and present- using simple language that relates to the passing of time, chronology, similarities and differences and make connections between past and present, looking closely at images)</b>- Who was Grace Darling? What did she do? Why was this important? How was her life different to ours? (Lighthouse Keeper's Lunch link)</li> <li>• <b>Geography</b>- trip to Playology beach school- explore the coast (Link with pollution and Somebody Swallowed Stanley in Literacy?)</li> </ul> <p>Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork</p>	<p><b>simple language that relates to the passing of time, identifying similarities and differences and inconsistencies and making connections between past and present, investigating artefacts.)</b></p> <p><b>Ongoing over two weeks.</b> Make a timeline of the butterflies. Predict how they might change? How have they changed? Look at life cycle figures to support. Use (Royal Horticultural Society) How Does a Butterfly Grow?</p> <ul style="list-style-type: none"> <li>• <b>Week 1- Geography (people, cultures and communities, natural world see literacy session week 3 also)</b>- Use a map of the school to identify and then find/walk to different locations of the school. Pick your favorite location in school and then have a 'Greatham photo challenge'. How many different</li> </ul>
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		<p>the map. Then, mark on the map where they have selected for their scarecrow. <b>Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Purple Mash 2Paint (link with EAD)- children to use the ICT programme to design poppy, a Harvest basket, Diva lamp,</li> </ul>					<p>geographical features does our environment have e.g. places with shade/trees/open space etc Create a photo exhibition (Link with going on a Bear Hunt). Add their photos to the correct location on the map. <b>Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork</b></p>
	<p><b>Expressive Art and Design (RED TEXT- MAKING LINKS WITH KS1)</b></p>	<ul style="list-style-type: none"> <li>Learn and perform nursery rhymes (see C&amp;L)</li> <li><b>Art-</b> Look at the work of Georgia O'Keefe (Autumn Leaves). Make leaf prints pictures using the autumnal colours used in her work. <b>Exploring and Developing Ideas, Printing, Work of Other Artists</b></li> <li><b>DT-</b> Design and make a scarecrow. <b>Design, Making, Evaluate Technical Knowledge</b></li> <li><b>Baking/cooking/food preparation-</b> Harvest Vegetable/Pumpkin Soup. <b>Cooking and Nutrition</b></li> </ul>	<ul style="list-style-type: none"> <li>Learn and perform nursery rhymes (see C&amp;L)</li> <li><b>Baking/cooking/food preparation-</b> Banana Snowmen <b>Cooking and Nutrition</b></li> <li><b>Art-</b> Create 'cold' coloured pictures. <b>Exploring and Developing Ideas, Painting</b></li> <li><b>DT-</b> Make a hedgehog house for hibernating hedgehogs. <b>Design, Making, Technical Knowledge</b></li> <li>Christmas gift.</li> <li>Christmas card.</li> <li>Calendar and Christmas hats.</li> <li>Children will also make Christingle in</li> </ul>	<ul style="list-style-type: none"> <li>Learn and perform nursery rhymes (see C&amp;L)</li> <li><b>Art-</b> Magic reveal pictures (wax crayon colour washing. <b>Exploring and Developing Ideas, Drawing</b></li> <li><b>DT-</b> make a Magic Porridge Pot 'pinch pot.' <b>Making</b></li> <li><b>Baking/cooking/food preparation-</b> Fruity magic wands (SEE LITERACY ALSO FOR MAKING PORRIDGE) <b>Cooking and Nutrition</b></li> <li>Music: Everyone! (<b>Listening and Appraising, Singing, Improvising/Composing Using</b></li> </ul>	<ul style="list-style-type: none"> <li>Learn and perform nursery rhymes (see C&amp;L)</li> <li><b>Art-</b> Become an illustrator. Look at Illustrators Annual 2020 by Bologna Children's Book Fair. Critique the styles. Children select a style they like and then mirror this style to create an illustration. <b>Exploring and Developing Ideas, Drawing, Work of Other Artists</b></li> <li><b>DT-</b> design a bridge for the goats- link with Geog- do Geog first, then this!). Look at different styles of bridge: A Book of Bridges. Here to There and Me to You (Cheryl Keely) <b>Design, Making, Evaluate, Technical Knowledge</b></li> <li><b>Baking/cooking/food preparation-</b> Making Gingerbread men <b>Cooking and Nutrition</b></li> <li>Mother's Day cards</li> <li>Easter cards</li> <li>Music: Our World (<b>Listening and Appraising, Singing, Improvising/Composing</b></li> </ul>	<ul style="list-style-type: none"> <li>Learn and perform nursery rhymes (see C&amp;L)</li> <li><b>Art-</b> Water colours. (Snail and the Whale) <b>Exploring and Developing Ideas, Painting</b></li> <li><b>DT (STEM CHALLENGE!)-</b> Pulleys (link with The Lighthouse Keeper's Lunch and food preparation activity) Use to transport their sandwiches (see below- <b>do on the Monday before food prep literacy activity in 'do' part of the teaching sequence</b>). <b>Design, Making, Evaluate,</b></li> </ul>	<ul style="list-style-type: none"> <li>Learn and perform nursery rhymes (see C&amp;L)</li> <li><b>Week 3-Art-</b> Collage Butterflies in the style of Eric Carle (see Collage Workshop for Kids. The Eric Carle Museum by Shannon Merenstein book and The Very Hungry Caterpillar) <b>Exploring and Developing Ideas, Collage Work of Other Artists</b></li> <li><b>Week 4- DT-</b> Make a butterfly feeder for the Nature Garden (ready for releasing the butterflies) See '101 Things for</li> </ul>

		<ul style="list-style-type: none"> <li>Make Cauliflower card.</li> <li>Music: Me (Listening and Appraising, Singing, Performing)</li> </ul>	RE (record in RE book) <ul style="list-style-type: none"> <li>Music: My Stories (Listening and Appraising, Singing, Improvising/Composing Using Instruments- <i>invent a pattern to go with a song using one note, Performing</i>)</li> </ul>	<i>Instruments- use the starting note to explore melodic patterns using one or two notes, Performing)</i>	Using Instruments- use the starting note to explore melodic patterns using one or two notes, Performing)	<ul style="list-style-type: none"> <li><b>Technical Knowledge</b></li> <li><b>Baking/cooking/food preparation-</b> prepare a picnic/sandwiches for the lighthouse keeper's lunch (link with literacy and DT- <b>do as literacy activity in the 'do' part of the teaching sequence, along with using the pulley made the day before!</b>). <b>Cooking and Nutrition</b></li> <li>Music: Big Bear Funk (Listening and Appraising, Singing, Performing)</li> <li></li> </ul>	Kids to do Outdoors' book <b>Making, Evaluate, Technical Knowledge</b> <ul style="list-style-type: none"> <li><b>Week 6- Baking/cooking/food preparation-</b> Fruity Butterflies <b>Cooking and Nutrition</b></li> <li>Music: Reflect, Rewind and Replay (Listening and Appraising, Singing, Performing)</li> </ul>
	<b>Religious Education</b>	<ul style="list-style-type: none"> <li>Let's Find Out About Special Times (Baptisms, Weddings, Harvest Festival).</li> </ul>	<ul style="list-style-type: none"> <li>Let's Find Out About Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>Let's Find Out About Special Books- (Bible, Qu'ran, Torah).</li> </ul>	<ul style="list-style-type: none"> <li>Let's Hear Stories Jesus told.</li> <li>Let's Find Out About Easter.</li> </ul>	<ul style="list-style-type: none"> <li>Let's Find Out About Why I am Special.</li> <li>Let's Find Out About Special Objects.</li> <li>Let's Find Out About Special Music.</li> <li>Let's Find Out About Special Places.</li> </ul>	<ul style="list-style-type: none"> <li>Let's Find Out About My World, Jesus' World.</li> </ul>

