

| Subject/Areas of learning | | Autumn 1 8 Weeks Why can't I have chocolate for breakfast? | Autumn 2 7 Weeks Are we there yet? Trains, Planes and automobiles | Spring 1 6 Weeks What happens when I fall asleep? | Spring 2 6 Weeks What is a reflection? | Summer 1 5 Weeks Why do lady birds have spots? | Summer 2 6 Weeks Do cows drink milk? |
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| CL | Listening and Attention | Begins to listen to stories Begin to sit altogether Join in with repeated phrases Is able to follow directions Talk about and show examples of good listening, | Sit altogether Show good listening Listen and do Practice nativity Join in with repeated phrases Can do and listen for a short span Listens to stories Listens attentively with sustained concentration | Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention - can listen and do for short span. Listen to attentively stories. Listen attentively in a larger group with sustained concentration to follow a story without pictures or props. | Is able to follow directions (if not intently focused on own choice of activity). Listens to stories with increasing attention and recall. Two-channelled attention - can listen and do for short span. Respond to what they hear with relevant actions. Listen to stories. Listen to instructions and follow them accurately, asking for clarification if necessary. Listen attentively with sustained concentration to follow a story without pictures or props. | Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Two-channelled attention - can listen and do for short span. Respond to what they hear with relevant comments. Listen in a larger group. | Focusing attention - still listen or do, but can shift own attention. Two-channelled attention - can listen and do for short span. Listen attentively in a range of situations. Listen to instructions and follow them accurately, asking for clarification if necessary. Listen in a larger group. |
| | Understanding | Respond to simple instructions Begin to follow rules and routines Understands the use of objects e.g. what do we use to cut things? | Respond to simple instructions Respond to instructions two part sequence Follows instructions involving several ideas or actions Carries out instructions which contain several parts in a sequence | Beginning to understand 'why' and 'how' questions. Listens and responds to ideas expressed by others in conversation or discussion. Answer 'why' questions about their experiences and in response to events. Understand prepositions | Beginning to understand 'why' and 'how' questions. Listens and responds to ideas expressed by others in conversation or discussion. Answer 'why' questions about their experiences and in response to events. Carry out instructions which contain several parts in a sequence. | Beginning to understand 'why' and 'how' questions. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Listens and responds to ideas expressed by others in conversation or discussion. Responds to instructions involving a two-part sequence. Answer 'why' questions about their experiences and in response to events. Follow instructions involving several ideas or actions. Carry out instructions which contain several parts in a sequence. | Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions. Responds to instructions involving a two-part sequence. Follow instructions involving several ideas or actions. Carry out instructions which contain several parts in a sequence. |
| | Speaking | Use talk in pretend situations e.g. role play Begins to use some complex sentences using and, because Uses talk to connect ideas, explain what is happening and anticipate what might happen Talk about family and other familiar things Questions why things happen using who, what, why, how, when Begins to build up vocabulary | Begins to use more complex sentences to link thoughts Builds up vocabulary that reflects the breadth of their experiences. Uses intonation, rhythm and phrasing to make the meaning clear to others. Use talk to sequence and clarify ideas, feelings and events Links statements and sticks to a main theme or intention. Develop explanations by connecting ideas and events Expresses themselves effectively Uses a range of vocab in imaginative ways to add information, express ideas or explain or justify actions or events Shows some awareness of the listener Recount experiences and imagine possibilities, often connecting ideas. | Can retell a simple past event in correct order. Builds up vocabulary that reflects the breadth of their experiences. Questions why things happen and gives explanations. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Express themselves effectively. Develop their own explanations by connecting ideas or events. Recount experiences and imagine possibilities, often connecting ideas. Uses a range of vocab in imaginative ways to add information, express ideas or explain or justify actions or events | Questions why things happen and gives explanations. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Links statements and sticks to a main theme or intention. Develop their own explanations by connecting ideas or events. Express themselves effectively. Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. | Uses vocabulary focused on objects and people that are of particular importance to them. Can retell a simple past event in correct order. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Develop their own explanations by connecting ideas or events. Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. Recount experiences and imagine possibilities, often connecting ideas. | Uses a range of tenses. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Builds up vocabulary that reflects the breadth of their experiences. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Links statements and sticks to a main theme or intention. Use past tense. Develop their own explanations by connecting ideas or events. Express themselves effectively. Recount experiences and imagine possibilities, often connecting ideas. Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. |
| PD | Moving and Handling | Mounting stairs and using the climbing equipment Draw lines and circles Pencil grip Uses one-handed tools and equipment Holds a pencil between the thumb, two | Moves freely and with pleasure and confidence in a range of ways Holds a pencil between the thumb, two fingers and begins to use a pencil with good control Uses pencil effectively to form | Moves freely and with pleasure and confidence in a range of ways. Can catch a large ball. Experiments with different ways of moving. Shows increasing control over an | Moves freely and with pleasure and confidence in a range of ways. Uses one-handed tools and equipment. Experiments with different ways of moving. Handles tools, objects, construction and malleable materials safely and with | Uses one-handed tools and equipment. Handles tools, objects, construction and malleable materials safely and with increasing control. Handle equipment and tools effectively. | Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, |

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| | | fingers and begins to use a pencil with good control Can copy some letters e.g. perhaps from their name | some recognisable letters Experiments with different ways of moving Safely negotiates space Handle pencil effectively Hold paper in position and uses their preferred hand for writing using the correct grip Beginning to write letters on lines and control letter size | object in pushing, patting, throwing, catching or kicking it. Move confidently in a range of ways. Show good control in large and small movements. Show preference for a dominant hand | increasing control. Shows a preference for a dominant hand. Show good control in large and small movements. Hop confidently and skip in time to music. | | crawling, walking, running, jumping, skipping, sliding and hopping. Uses one-handed tools and equipment. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Experiments with different ways of moving. Handles tools, objects, construction and malleable materials safely and with increasing control. Show good control in large and small movements. Safely negotiate space. Handle equipment and tools effectively. Hop confidently and skip in time to music. |
| | Health and self care | Understand that equipment and tools have to be used safely Can usually manage washing and drying hands independently | Dress with help Talks about ways to keep safe Dresses and undresses independently, goes to the toilet independently and successfully managing to fasten buttons and laces | with help. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Talk about ways to keep healthy. Dress and undress independently, successfully managing fastening buttons or laces. | Talk about ways to keep healthy. Dress and undress independently, successfully managing fastening buttons or laces. | Talk about ways to keep healthy. Dress and undress independently, successfully managing fastening buttons or laces. | Know the importance for good health physical exercise, and a healthy diet Manage their own basic hygiene and personal needs successfully |
| PSED | Self Confidence and Self awareness | Select and use resources for activities Outgoing to unfamiliar people and places Welcomes praise for what they have done Begins to enjoy responsibility of carrying out small tasks Confident to talk to other children and is able to ask adults for help Confident to speak to others about own needs, wants, interest and opinions | Welcome praise Can describe self in positive terms Selects and use resources for their chosen activities Talks about things they enjoy, are good at, and about things they do not find easy Show confidence Ask adults for help | Enjoys responsibility of carrying out small tasks. Confident to speak to others about own needs, wants, interests and opinions. | Can select and use activities and resources with help. Confident to speak to others about own needs, wants, interests and opinions. Say when they need help. | Talk about ways to keep healthy and safe Know the importance of a good diet Enjoys responsibility of carrying out small tasks. Confident to speak to others about own needs, wants, interests and opinions. Say why they like some activities more than others. Be resourceful in finding support when they need help or information | Shows confidence in asking adults for help. Confident to speak to others about own needs, wants, interests and opinions. Say when they need help. Be resourceful in finding support when they need help or information. |
| | Managing feelings and behaviour | Adapt behaviour to new surroundings and situations | Tolerate delay Beginning to be able to negotiate and solve problems without aggression Works as part of a group Stops and thinks before acting and waits for what they want | Aware of own feelings, and knows that some actions and words can hurt others' feelings. Talk about how they show feelings. Know some ways to manage their feelings and are beginning to use these to maintain control. | Aware of own feelings, and knows that some actions and words can hurt others' feelings. Talk about how they show feelings. Talk about how others show feelings. | Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Keeps play going by responding to what others are saying or doing. Beginning to be able to negotiate and solve problems without aggression. Work as part of a group. Play co-operatively. Stop and think before acting and wait for things they want. Play group games with rules. | Begins to accept the needs of others and can take turns and share resources, sometimes with support. Beginning to be able to negotiate and solve problems without aggression. Work as part of a group. Stop and think before acting and wait for things they want. |
| | Making relationships | Keeps playing by responding to what others are saying or doing Demonstrate friendly behaviour | Demonstrate friendly behaviour, initiating conversation and forming good relationships with peers and familiar adults Initiates conversation, attends to and takes account of what others say Listens to others ideas Understand someone else's point of view can be different from theirs | Keeps play going by responding to what others are saying or doing. Initiates conversations, attends to and takes account of what others say. Play co-operatively. Understand someone else's point of view can be different from theirs. | Keeps play going by responding to what others are saying or doing. Explains own knowledge and understanding, and asks appropriate questions of others. Listen to others' ideas. | Take into account others ideas and how to organise an activity Work as part of a group. Play co-operatively. Play group games with rules. | Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say. Play co-operatively. Understand someone else's point of view can be different from theirs. |

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| L | Reading (L&S) | <p>Letters and sounds - Phase 1</p> <p>Enjoys rhyming and rhythmic activities Listens to and joins in with stories and poems Describes main story setting, events and characters Show interest in illustrations and print Recognises familiar words and signs Knows information can be relayed in the form of print Knows that print carries meaning and we read from left to right</p> <p>Handle books with care Name recognition</p> | <p>Letters and sounds - phase 2</p> <p>Beginning to be aware of the way stories are structured Describe main story setting, events and characters Uses vocab and forms speech that become increasingly influenced by their experiences Demonstrate understanding when talking with others about what they have read Describes the main events in simple stories they have read</p> | <p>Letters and sounds - phase 3</p> <p>Describes main story settings, events and principal characters. Enjoys an increasing range of books. Demonstrate understanding when talking with others about what they have read. Describe the main events in the simple stories they have read.</p> | <p>Letters and sounds - phase 3</p> <p>Shows awareness of rhyme and alliteration. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Continues a rhyming string. Begins to read words and simple sentences. Understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Read phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</p> | <p>Letters and sounds - phase 3</p> <p>Beginning to be aware of the way stories are structured. Knows information can be relayed in the form of print. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Knows that information can be retrieved from books and computers. Demonstrate understanding when talking with others about what they have read. Describe the main events in the simple stories they have read. Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> | <p>Letters and sounds - phase 4</p> <p>Enjoys rhyming and rhythmic activities. Listens to stories with increasing attention and recall. Suggests how a story might end. Continues a rhyming string. Begins to read words and simple sentences. Enjoys an increasing range of books. Read simple sentences. Demonstrate understanding when talking with others about what they have read. Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Describe the main events in the simple stories they have read.</p> |
| | Writing | <p>Give meaning to marks they make</p> | <p>Sometimes gives meaning to marks they make Attempts to write short sentences that can be read Spells some words that are phonetically plausible Spells phonetically regular words of more than one syllable Uses key features of narrative in own writing</p> | <p>Sometimes gives meaning to marks as they draw and paint. Gives meaning to marks they make as they draw, write and paint. Attempts to write short sentences in meaningful contexts Write simple sentences which can be read. Use key features of narrative in their own writing. Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</p> | <p>Sometimes gives meaning to marks as they draw and paint. Attempts to write short sentences in meaningful contexts. Write simple sentences which can be read. Use key features of narrative in their own writing.</p> | <p>Sometimes gives meaning to marks as they draw and paint. Attempts to write short sentences in meaningful contexts. Write simple sentences which can be read. Use key features of narrative in their own writing.</p> | <p>Sometimes gives meaning to marks as they draw and paint. Attempts to write short sentences in meaningful contexts. Write simple sentences which can be read. Use key features of narrative in their own writing. Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</p> |
| M | Numbers | <p>Knows that numbers identify how many objects are in a set Sometimes matches numerals to the correct quantity Recites numbers to 10 Use some number language spontaneously</p> | <p>Realises not only object, but anything can be counted Counts objects and actions which cannot be moved Estimates how many objects they can see and checks by counting them Can count reliably 1-20 Estimates a number of objects and checks by counting up to 20</p> | <p>Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Solve problems by sharing. Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p> | <p>Knows that numbers identify how many objects are in a set. Counts objects to 10, and beginning to count beyond 10. Finds the total number of items in two groups by counting all of them. Solve problems including doubling. Estimate a number of objects and check quantities by counting up to 20.</p> | <p>Recites numbers in order to 10. Sometimes matches numeral and quantity correctly. Counts objects to 10, and beginning to count beyond 10. Count reliably with numbers 1-20. Estimate a number of objects and check quantities by counting up to 20.</p> | <p>Knows that numbers identify how many objects are in a set. Realises not only objects, but anything can be counted, including steps, claps or jumps. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Counts objects to 10, and beginning to count beyond 10. Uses the language of 'more' and 'fewer' to compare two sets of objects. Use quantities and objects to subtract two single-digit numbers. Count reliably with numbers 1-20. Estimate a number of objects and check quantities by counting up to 20. Solve problems, including doubling, halving and sharing.</p> |
| | Shape, Space and measures | <p>Shows an interest in shapes</p> | <p>Shows an interest in shapes (2D & 3D) Uses everyday lang to talk about size Estimates, measures, weighs and compares and orders objects and talk about properties, position and time</p> | <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects. Uses familiar objects and common shapes to create and recreate patterns and build models. Create patterns. Uses everyday lang to talk about size Estimate, measure, weigh and</p> | <p>symmetry Shows an interest in shape and space by playing with shapes or making arrangements with objects. Uses positional language. Selects a particular named shape. Can describe their relative position. Create patterns. Use everyday language to talk about position.</p> | <p>Sequence events Orders two or three items by length or height. Use everyday language to talk about size. Estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p> | <p>Look at weight, shape, length, measure and comparing Use money</p> |

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| | | | | compare and order objects and talk about properties, position and time. | Estimate, measure, weigh and compare and order objects and talk about properties, position and time. | | |
| TW | People and communities | Show an interest in others Knows some of the things that makes them unique and can talk about some similarities and differences between friends and family | Joining in with family customs and routines | Shows interest in the lives of people who are familiar to them. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Enjoys joining in with family customs and routines. Say how others are the same or different to them. | Share likes and dislikes and discuss the fact that others don't always like the same things | Enjoys joining in with family customs and routines. Say how others are the same or different to them. | Share knowledge of communities and traditions |
| | The World | Talk about their familiar world Comments and ask questions about aspects of their lives or the natural world Talks about why things happen and how things work | Talks about why things happen and how things work Looks closely at similarities and differences, patterns and change Say how objects are the same or different and explain how things happen Know the properties of some materials and can suggest some of the purposes they are used for Show concern for living things | Can talk about some of the things they have observed. Comments and asks questions about aspects of their familiar world. Looks closely at similarities, differences, patterns and change. Make observations about animals. Talk about features of their immediate environment. Be familiar with basic scientific concepts. | Comments and asks questions about aspects of their familiar world. Looks closely at similarities, differences, patterns and change. Make observations about animals. Be familiar with basic scientific concepts | Can talk about some of the things they have observed. Comments and asks question about aspects of their familiar world. Looks closely at similarities, differences, patterns and change. Make observations about animals. Be familiar with basic scientific concepts. | Can talk about some of the things they have observed such as plants, animals, natural and found objects. Looks closely at similarities, differences, patterns and change. Make observations about animals. Say how objects are the same or different. Be familiar with basic scientific concepts. |
| | Technology | Shows an interest in technological toys | Shows an interest in technology | Complete a simple program | Knows how to operate simple equipment. Interacts with age-appropriate computer software. Recognise that technology is used in school. Select and use technology for a particular purpose. Find out about and use a range of everyday technology. | Use a variety of technology for a range of purposes | Knows how to operate simple equipment. Interacts with age-appropriate computer software. Select and use technology for a particular purpose. Select appropriate applications that support an identified need. |
| EA&D | Exploring using media and materials | Explores colour and how colours can change Begins to show an interest in the texture of things Uses various construction materials to construct things Joins construction pieces together to build and balance things Use tools for particular purposes Sing songs Join in with dancing and ring games | Sing a few familiar songs Uses various construction materials Begin to build a bank of songs and dance Constructs with a purpose in mind Safely uses tools Sing a song Through exploration find out and make decisions about how media and materials can be combined and changed | Uses various construction materials. Sings a few familiar songs. Understands that different media can be combined to create new effects. Begins to build a repertoire of songs and dances. Use a variety of materials and techniques. Sing a song. Through their explorations they find out and make decisions about how media and materials can be combined and changed. | Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Realises tools can be used for a purpose. Taps out simple repeated rhythms. Understands that different media can be combined to create new effects. Uses simple tools and techniques competently and appropriately. Use a variety of materials and techniques. Experiment with designs. Make music. Develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. Explore ways of dancing and making original dances | Explores colour and how colours can be changed. Manipulates materials to achieve a planned effect. Explores what happens when they mix colours. Use a variety of materials and techniques. Experiment with colours. Through their explorations they find out and make decisions about how media and materials can be combined and changed. | Realises tools can be used for a purpose. Explores and learns how sounds can be changed. Sings a few familiar songs. Uses simple tools and techniques competently and appropriately. Explores the different sounds of instruments. Sing a song. Safely use tools. Make music. Develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. |
| | Being imaginative | Notices what adult do, imitate what is observed then repeat when an adult is not there Engage in imaginative role play, using available props | Capture experiences using a range of media Uses what they have learnt about media and materials Represents their ideas, thoughts | Captures experiences and responses with a range of media. Creates simple representations of events, people and objects. | Taps out simple repeated rhythms. Make music. | Creates movement in response to music. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. | Represent own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |

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| | | | and feelings through art Talk about the ideas and processes which have led them to make music, designs, images etc | | | Represent their own ideas, thoughts and feelings through dance. | |
| Role play | Home Corner | Train and train station | Space ship - foil | Circus, mirrors, dress up, tricks OR Artist room for chn to draw each other's portraits | Mini-beast hotel Mini-beast masks | Farm house or shop | |
| Engage Trips/Wow Days Pick 2 - super start & fantastic finish | <p>Special breakfast-wk 3 invite parents & carers in. Chn serve their adults with toast, toast and jam (Or see if kitchen will will cook sausages and adults will need to preorder) while adults serve tea and coffee. Small charge to go to FS funds</p> <p>Afternoon tea for parent/carers/grandparents - invite in and chn make cakes and serve to their adults then sing songs</p> | <p>Various vehicles visit school - fire engine, police car, Tesco van, Ice-cream van, tractor (local farmer)</p> <p>Possible Bus ride - walk down the hill to catch the bus back up to school</p> <p>Chn come to school on bikes/scooters for the day</p> | <p>See if we can have mobile planetarium from the space dome</p> <p>Slumber party - chn come to school in their PJs</p> | <p>Clown - invite in, circus skills, dress up and distorted mirrors</p> <p>Clown face painting</p> <p>Dress up day</p> <p>Butterflies and moths Display a range of moths and butterflies, either laminated photographs or real samples. Provide hand lenses for close observation. OR Beautiful butterflies! Set up a butterfly farm by buying a commercial butterfly kit, which will come with everything you need to raise butterflies. Display books, posters and a computer or tablet that enables children to watch a butterfly's life cycle. There are many suitable time-lapse videos available online. (Symmetry)</p> <p>Patterns and shapes Provide a range of loose parts for pattern making. Include a mix of natural and man-made objects such as leaves, shells, buttons and beads.</p> | <p>Animals to visit school - white post farm</p> <p>Mini-beast hunt</p> <p>Bring a pet to school</p> <p>Observing snails Provide a clear tank containing two or three garden or giant African land snails, soil, leaves and slices of fruits or vegetables. Provide hand lenses for close observation.</p> <p>Wiggly worms Make a mini wormery in a plastic or glass container and display it indoors or outdoors. Instructions can be found online.</p> <p>Flowers/plants Offer a range of wild or garden flowers and a variety of magnifiers for close observation. Display labelled diagrams of flowers to help children identify the parts they can see.</p> | <p>Visit a farm - white post</p> <p>Bring a pet to school</p> <p>Graduation day - chn leaving FS</p> <p>Food Display baskets and boxes of fruit, vegetables, packaged meat and bread.</p> <p>Local farmer - invite in with some of the machinery and produce</p> <p>Beans Put beans into individual, clear plastic bags with a strip of damp cotton wool. Hang them up and observe them over a number of weeks. Make sure the cotton wool is kept damp.</p> | |
| Innovate Challenge | <p>Love Monster and the last chocolate - Read, what can we do to help? Chn work together so they each make a chocolate to fill up the box to send to him. Then write a letter to him and at the same time try to encourage him to eat healthy!</p> | <p>Watch incredible vehicles then chn design an imaginary vehicle - can it fly, float etc They label the different parts and features. Chn then replicate this bu making it out of boxes and various materials that the chn think they need</p> | <p>Constellation creators Darken the room and show the children the video 'Constellations' available on The Hub. After watching the video, explain to the children that they are going to create a constellation using battery-operated tealights as stars. Ask 'What shape or pattern do you want your constellation to be?'</p> | <p>Secret code! Hide a series of 'Mirror word cards' in 'Top Secret' envelopes around the setting. Ask the children to search for the envelopes and bring them back to a central place. Encourage them to think how they might find out what each word says. The words give the children a secret message when ordered in a certain way. Place a secret object or person for the children to find in the place that the sentence spells out. What you hide is up to you!</p> | <p>Butterfly garden Read the book <i>Ben Plants a Butterfly Garden</i> by Kate Petty. Fill a wheelbarrow with bags of compost, a watering can, packets of seeds, small plant pots, seedlings and a sign that says 'Butterfly Garden'. Hide it in a suitable outdoor space for the children to find.</p> | <p>The farm shop Begin by showing the children the video 'At the farm shop' which is available on The Hub. After watching the video, ask the children 'What do they sell in the farm shop?' Encourage them to name some of the foods sold. Then show the children a basket of different bread types. Allow the children to taste the bread and guess what ingredients are in them. Sort the bread into groups according to their taste or preference and explain that they will be making different types of bread and selling it in their own farm shop. Demonstrate to the children how to make bread, by following a 'Simple bread recipe', available on The Hub.</p> | |