



Barnet Hill Academy Termly Overview

Reception

Ready Steady Grow

Term Spring 2

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| Literacy Writing Reading | <p>Core text: Errols Garden</p> <p>Idiom of week: Two heads are better than one</p> <p>Word of the week: Magnificent</p> <p>Sequence pictures about growing, then write sequence of instructions based on planting experience using words first..then..next and finally. – Topic Book</p> <p>Write short sentence based on what plants need to grow, with spoken sounds. Plants need..... air, water, sun. – Topic Book</p> <p>Write and draw equipment list for gardening using phonic knowledge to write words.</p> | <p>Core text: Errols Garden</p> <p>Idiom of week: Two peas in a pod</p> <p>Word of the week: Scurry</p> <p>Making inferences about the characters in the story by looking at the images in the stories.</p> <p>Create observational drawings of plants get the children to talk about what they can see can they name any of the plants? Children to write descriptions of the plants they are drawing.</p> <p>Role on the wall, about gardeners, talk about attitudes and characteristics of</p> | <p>Core text: Handa Surprise</p> <p>Idiom of week: Apple of my eye</p> <p>Word of the week: Punctual</p> <p>Look at fruits in Handas baskets name them taste them and look at words to describe how the fruit tastes. -</p> <p>Make inferences about the character and what they think the story is about.</p> <p>Stop where the parrot takes the fruit children to predict what may happen next and why.</p> <p>Read the story to the children, children to draw and write their favourite part of the story</p> | <p>Core text: Handa Surprise</p> <p>Idiom of week: Break a leg</p> <p>Word of the week: glorious</p> <p>Display photographs of the children making the rainbow of fresh fruit salad and various recipe books. Ask the children to put the photographs into chronological order to show the different steps to make fruit salad. Encourage them to talk through how they prepared the fruit salad and use language, such as first, then, and next to describe the order. As a group, make a list of words, such as wash, peel, chop and mix, to describe what happened at each stage. Look at the recipe books and explain how recipes use</p> | <p>Core text: No dinner</p> <p>Idiom of week: Butterflies in my stomach</p> <p>Word of the week: Courageous</p> <p>No Dinner</p> <p>Make inferences about the main character the old lady in the story and what they think she is like. Children to role the old lady and relate it to old people they know in their lives.</p> <p>Visualise and talk about what the jungle would be like. The children to listen to sounds and visualise and talk about jungle and create a free verse poem using words children used to describe jungle.</p> <p>Draw on research from animals in the jungle should the old lady visit her granddaughter and why not what could</p> | <p>Core text: No dinner</p> <p>Idiom of week: Cold Feet</p> <p>Word of the week: Congratulate</p> <p>Cooking and tasting pumpkins with the children words to describe taste and texture.</p> <p>Talk about key events in No dinner and link them to their personal experiences of feasts and special occasions.</p> <p>Talk about members of their own family and discuss their experiences of interacting with elderly people.</p> |

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| | <p>Make predictions about the text from looking at the pictures and relating these to their own experiences</p> <p>Shared write sentences about Errol about what he looks like and likes doing model these to children. Invite children to share how they would describe themselves to someone else in the way we described Errol when we saw their picture.</p> <p>Daily phonics and 1:1 reading</p> | <p>gardeners. Use links provided in CLPE unit to support children and use sentence starter a gardeners are...</p> <p>Design your own dream garden and then explain the design orally and through writing of simple sentences to Errol. – topic book</p> <p>Design a seed pack lesson and write instructions for Errol. – topic book. (conerstones lesson)</p> <p>Draw and label parts of a plant and flowers.</p> | <p>Comparing our local environment with Handa lives is it same or different to ours.</p> | <p>imperatives, such as 'Wash your hands' and 'Chop it up'. Invite the children to write a recipe - Topic book</p> <p>Children to re-tell story using pictures to sequence and using repetitive phrases from the book.</p> <p>Create a story map of the story children to write key phrases and words about the story.</p> <p>Retelling the story using their story map to the class.</p> <p>Write and design a thankyou card for Akeyo children to write key words.</p> <p>Book making of Handa surprise children can draw and write their own versions – topic books.</p> | <p>happen. Children to write a note of advice to the old lady.</p> <p>Create freeze frames based on the story what would the old woman say when she meets the wolf.</p> <p>Read the story and encourage the children to join in with repeated phrases of the story and stop at the point when her granddaughter says, "Granny...if you eat one more thing, you will burst." Talk about what they were eating at the feast is it healthy or unhealthy what would they have at their feast.</p> <p>Look at the feast that the granddaughter has laid out to celebrate the arrival of her grandmother. Talk to the children about what food they think she would have prepared. Talk about food that the children eat on special occasions, like</p> | <p>When eating and making salad from grown produce use words to describe taste and texture and colour.</p> <p>Sequence what we did for writing.</p> |
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| | | | | | birthdays, festivals, etc. Parents could help to compile a list of foods | |
| Maths | <p>Combining two groups using the numbers 6,7,8 children will be creating number sentences from looking at two groups of objects.</p> <p>Conceptual subitising using the part whole model and learning these number facts off by heart.</p> | <p>Length height and time Investigating items that are longer and shorter.</p> <p>Comparing the length of items against each other.</p> <p>Exploring height by comparing objects and using the language of height.</p> <p>Comparing height of objects against each other using language of height.</p> | <p>Length height and time Investigating time and looking at the concept of one minute and how much we can do in 1 minute.</p> <p>Order and sequence time. Children too order familiar routines and instructions.</p> | <p>Nine and Ten</p> <p>Step 1 – finding and creating groups of objects that show 9 and 10.</p> <p>Step 2 – compare 9 and 10. Comparing groups of objects using the language of more and less and same to compare amounts.</p> <p>Step 3 – Represent 9 and 10 using numbers and groups of objects.</p> <p>Step 4- conceptual subitising of 9 and 10 look at different ways of creating 9 and 10 using a variety of resources.</p> <p>Step 5- Looking at one more using numbers up to 10.</p> | <p>Nine and Ten</p> <p>Step 6 – One less using numbers up to ten.</p> <p>Step 7 – look at the composition of 9 and 10 using a variety of different resources.</p> <p>Step 8 children explore number bonds to 10 using real objects in different contexts and build 10 using two parts. Explore different ways of building the bonds to 10, for example, parking 10 toy cars in two car parks. Ten frames or egg boxes with 10 holes can be partially filled with objects.</p> <p>Step 9 - Children explore the number 10 and the different ways 10 can be arranged. Show children different arrangements and ask what they notice. Support children to make patterns with concrete resources to 10 to allow them to become familiar</p> | <p>Step 11 Children build on their explorations and findings about doubles to 8, by progressing to doubles to 10</p> <p>Children will be used to the concept of doubling and the fact that this means 'twice as many'.</p> <p>Further support children to see a range of visual representations of doubles and identify them in patterns, in pictures and in arrangements.</p> <p>Step 12 Children embed their learning of finding doubles to 10 and then make their own sets and arrangements of doubles. If encouraged and</p> |

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| | | | | <p>with manipulating numbers. They may also then wish to explore making arrangements of different numbers. Support children to notice that the overall number is still the same, no matter where they count from or what arrangements they make.</p> <p>Step 10: Children explore bonds to 10 further and learn that there can be three or more parts, not just two. Children will need to see this in a variety of different ways, exploring this concept practically to embed it. In provision, explore different ways of building the bonds to 10, for example, with small world animals: 3 ducks in the water, 4 in the grass and 3 on the bridge. Ten frames or egg boxes with 10 holes can be partially filled with objects, but now with three colours available. Fill the holes with a combination of two</p> | <p>supported to do this, children will be naturally curious to explore their own findings. Encourage children to represent their understanding by making doubles with manipulatives such as counters on ten frames or in activities such as printing. Barrier games are a good way of supporting children to make and describe the doubles they have made.</p> <p>Step 13 Children expand on their first introductions to the concept of even and odd numbers. As mentioned in the last step, children may have recognised the concept of 'even' from their explorations of</p> |
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| | | | | | <p>colours and ask how many more of a third colour we need to make 10.</p> <p>doubling. This small step allows children to develop this skill by recalling past knowledge as well as recognising new patterns with numbers up to 10 in different contexts. Encourage children to solve problems by using mathematical graphics to draw out their thinking.</p> <p>3D Shapes</p> <p>Step 1 Children will learn to recognise and name cubes, cuboids, cylinders, pyramids, cones and spheres. They will recognise that whereas a 2-D shape is completely flat, 3-D shapes are solid objects.</p> <p>Step 2 Children extend their knowledge of recognising and naming 3-D shapes</p> |
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| | | | | | | to finding and identifying the 2-D shapes on the flat faces of 3-D shapes. It is important to teach this knowledge through practical exploration, such as making models, and ask children to point out what they notice. Exploring the idea of flat faces and curved surfaces in activities such as printing will support children to see the 2-D shapes within the 3-D shapes. |
| Understanding of the world | Plant and animal sources lesson corner stones. Display the Food picture cards alongside a browsing box containing various foods and packaging, such as yoghurt pots, cereal packets, pasta, | Seed sorting lesson Set out a tabletop with various seeds, such as corn, wheat, rice, lentils, peas, sunflower seeds, runner beans and broad beans and display the Labelled seeds picture cards. Ask the children to look closely at the various | Comparing where Handa lives with where we live and what we grow here in the uk. | Look at different parts of plants and what they do to support the growing of the plant. Observing plants and checking to see how far they have come and reinforce how we care for them. | Compare settings of No dinner to where we live and talk about similarities and differences. Look at information books about growing and plants and draw and write about what we found out. | Look at plants and start to harvest what we have grown. Does it look different to before how? How did we take care of the plants. Look at the taste and texture of the plants and soil. |

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| | <p>rice, milk, fruit and vegetables. Explain that some foods are from plants and others come from animals. Tell the children that some animal products are made from their milk, such as cheese and yoghurt, while other food is their meat. Discuss each type of food with the children and display two hoops labelled 'plant' and 'animal' for the children to sort the foods, packaging and picture cards.</p> <p>What do plants need to grow sequencing instructions.</p> <p>Planting seeds in the garden talking and observing what they can see hear and feel. Discussing what you need to do take care of plants.</p> | <p>seeds, using hand lenses to observe their shapes, colours and textures. Encourage them to make comparisons and describe their similarities and differences. Challenge the children to work together to sort the seeds into baskets.</p> <p>Making observations about plants we have planted in the garden, do they look the same as before or have they changed and why?</p> | <p>Look at parts of a plants and children to draw and label the different parts.</p> <p>Look at the animals in the story and create a fact files about the animals.</p> <p>Observational drawings of fruits and flowers children to label the different parts.</p> <p>Talk about how we mark Ramadan and celebrate Eid with the children link to healthy and un healthy eating.</p> | <p>Look at the fruits in Handa book where are they grown and why, look at fruits grown in the uk and why.</p> <p>Growing beans – cornerstones lesson. Display the Germination picture cards and invite the children to talk about the images. Support them to identify the plant parts, including the roots, stem and leaves. Explain that they are going to investigate what seeds need to begin growing (germinate). Provide the practical resources, and together set up the following:</p> <table border="0" data-bbox="1235 1071 1493 1384"> <tr> <td>Bag</td><td>Growing substrate</td><td>Light</td></tr> <tr> <td>1</td><td>Compost</td><td>Water</td></tr> <tr> <td>2</td><td>Cotton wool</td><td>Yes</td></tr> <tr> <td>3</td><td>Compost</td><td>Yes</td></tr> <tr> <td></td><td></td><td>No</td></tr> </table> | Bag | Growing substrate | Light | 1 | Compost | Water | 2 | Cotton wool | Yes | 3 | Compost | Yes | | | No | <p>Look at feasts and things we celebrate in our religion and what foods we eat and drink.</p> <p>Making drawings of the plants we have in our garden encourage children to label the changes they can see.</p> | <p>Salad making talking about textures, colours and what they can see.</p> <p>Review knowledge we have been learning and children too create small presentation to present on learning.</p> |
| Bag | Growing substrate | Light | | | | | | | | | | | | | | | | | | | |
| 1 | Compost | Water | | | | | | | | | | | | | | | | | | | |
| 2 | Cotton wool | Yes | | | | | | | | | | | | | | | | | | | |
| 3 | Compost | Yes | | | | | | | | | | | | | | | | | | | |
| | | No | | | | | | | | | | | | | | | | | | | |

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| | Make observations of plants through writing and drawing talking about what they see and the changes over time. | | | 4 Compost No Yes Poke small holes in each bag for air to enter the bags and for drainage, and hang or sit them in an undisturbed location. Take photographs of the bags and encourage the children to predict what they think will happen to each bean. Make a display or photobook with pictures and quotes from the children. Add to the display or book over several weeks to record what happens to the beans. | | |
| Physical Development | Session: 1 Sports & Topics: Tennis, Rounders & Cricket - Fundamental Movement Skills, Turn Taking & Spatial Awareness WARM UP!!!! 'Show Me'- Pupils to work in pairs. Initially allow pupils to discuss | Session 2: Tennis, Rounders & Cricket - Fundamental Movement Skills, Turn Taking & Spatial Awareness Warm Up Travelling' - Set up the area with cones spaced out- enough for one per child. Children enter the | Session 3 Tennis, Rounders & Cricket - Fundamental Movement Skills, Turn Taking & Spatial Awareness Warm up 'Heads, shoulders, knees, run away"- command style activity- continuing to develop | Session 4: Tennis, Rounders & Cricket - Fundamental Movement Skills, Turn Taking & Spatial Awareness Warm Up 'Shadow Tapping Time' - Tapping different parts of the body with a partner copying your | Session 5: Tennis, Rounders & Cricket - Fundamental Movement Skills, Turn Taking & Spatial Awareness Warm Up 'Heads, shoulders, knees, run away"- command style activity- continuing to develop ideas surrounding moving into space. Pupils | Session 6: Tennis, Rounders & Cricket - Fundamental Movement Skills, Turn Taking & Spatial Awareness Warm Up 'Bean Game' - Children travel and balance using different sorts of |

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| <p>some of the activities they play on holiday/ with others which require turn taking. Scatter a range of equipment (hula hoops, balloons, soft balls etc) and allow pupils to explore some simple turn taking games with their partner with 1 piece of equipment</p> <p>Teacher Tips Encourage pupils to share their ideas with their partners and allow each time to think and explain their games/ activities</p> <p>Additional Tips Provide some demonstrations of simple activities with each piece of equipment- at the beginning of the activity and as you move around the class</p> <p>Teaching Points Ask questions such as; why is it important to listen to your partner/ turn take, ask pupils to demonstrate some of</p> | <p>area and sit next to a cone. On the teacher's signal (whistle) children must stand up, find another cone and quickly sit down beside it. Do this a number of times encouraging children to travel in different ways. (SEE VIDEO 1).</p> <p>Teacher Tips Encourage head up at all times when travelling, avoiding collisions and demonstrating early signs of correct running technique</p> <p>Additional Tips Ask children to be creative when travelling, provide, verbal and visual prompts (demonstrate actions)</p> <p>Teaching Points Do the children scan for another cone before travelling? Can pupils successfully navigate space? Progression</p> <p>Introduce rules e.g. you need to perform a balance/ 5 star jumps on the cone/ swap</p> | <p>ideas surrounding moving into space. Pupils to follow verbal commands and on the shout of "run away" pupils will run around the around for 10 seconds before standing still, in space, waiting for the next commands</p> <p>Teacher Tips Keep the tempo at a gradual pace slow to fast allow pupils to develop success before introducing challenge</p> <p>Additional Tips Provide visual prompts for movements to support verbal commands</p> <p>Teaching Points Encourage pupils to fully stretch and touch body parts- full range of motion. Ensure pupils have their own space when performing movements</p> <p>Progression Ask pupils to name other body parts that can be included within the game- select a pupil to deliver the</p> | <p>movements; Toes, knees, hips/tummy, shoulders, head. Count for eight, then six, then four, two, one. On the move galloping, hopping or sidestepping changing lead leg each count e.g. Gallop with right leg leading for eight, then left leg leading for eight, change to right leg leading for six etc. (SEE VIDEO 1).</p> <p>Teacher Tips Allow pupils to select their own partners- if struggling to replicate each others movements, intervene and adjust pairs accordingly</p> <p>Additional Tips Allow adequate room for creative travelling spread pupils out equally- encourage pupils to continue to move with their heads up to prevent potential collisions</p> <p>Teaching Points Do children tap with control or simply shake their arms- pin</p> | <p>to follow verbal commands and on the shout of "run away" pupils will run around the around for 10 seconds before standing still, in space, waiting for the next commands</p> <p>Teacher Tips Keep the tempo at a gradual pace slow to fast allow pupils to develop success before introducing challenge</p> <p>Additional Tips Provide visual prompts for movements to support verbal commands</p> <p>Teaching Points Encourage pupils to fully stretch and touch body parts- full range of motion. Ensure pupils have their own space when performing movements</p> <p>Progression Ask pupils to name other body parts that can be included within the game- select a pupil to deliver the commands (switch out after each 'run away' / 'run away'- whoever gives the command becomes a 'tagger' and if they tag a</p> | <p>beans announced by the teacher:</p> <p>'Jumping bean' = jumping, 'runner bean'= running, 'broad bean' = wide stretched out shape-balanced, 'jelly bean' = wobbling like jelly still and travelling, 'hot bean'= hopping and 'French bean' = skipping saying 'bonjour' to those you pass! (SEE VIDEO 1).</p> <p>Teacher Tips Remind children of the importance of locating space before they choose an area to move into.</p> <p>Additional Tips Demonstrate all actions and commands throughout the activity- providing the visual and verbal guidance required</p> <p>Teaching Points Children may need visual prompts</p> |
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| | <p>their activities and skills they have just developed Progression Pupils to demonstrate their activity to another group and allow them to attempt their challenge/ skill</p> <p>'Taking Turns' - Place children in mixed ability groups of four or five with one large soft ball and large cone per group. Children to line up with the person in front holding the ball. Place the large cone about 6 metres from the first person in line. The objective is to attempt to throw a ball (underarm - using two hands) towards the cone in an attempt to knock it over, collect ball, fix cone (if needed) and return to group allowing the next child to take their turn (SEE VIDEO 1).</p> | <p>cones with a partner etc.</p> <p>Main Activity Travelling' - Set up the area with cones spaced out- enough for one per child. Children enter the area and sit next to a cone. On the teacher's signal (whistle) children must stand up, find another cone and quickly sit down beside it. Do this a number of times encouraging children to travel in different ways. (SEE VIDEO 1).</p> | <p>commands (switch out after each 'run away'/ 'run away'- whoever gives the command becomes a 'tagger' and if they tag a pupil they then become the commander.</p> <p>Main Activity 'Balloons' - In groups of 3-4, with one balloon per group working inside a coned square about 8 metres apart, children to keep up the balloon using different parts of their bodies (hands, feet, elbows, knees etc.) (SEE VIDEO 2)</p> <p>Teacher Tips Ensure safety by reminding the children to take turns- possibly number pupils within a group so actions follow a pattern</p> <p>Teaching Points Do the children take turns? Do they strike towards the balloon or snatch at it? Can pupils count out each time it is their number?</p> | <p>pointing exact body parts- get pupils to call out where to tap encouraging communication</p> <p>Progression How many different parts of the body can you tap in 10 seconds? (successfully- do not hover over)</p> <p>Main Activity 'Relay Slalom' Children to work in groups of 4-5 standing in a line behind a cone. Cones are set out in a zig-zag/slalom formation.</p> <p>Children, one at a time must attempt to zig-zag run through the circuit then return to the back of the line for the next child to attempt the task (SEE VIDEO 2).</p> <p>Teacher Tips Remind children to slow down when approaching a cone- demonstrate acceleration once they have gone around the cone</p> | <p>pupil they then become the commander.</p> <p>Main Activity 'Cone Touch' - Place a number of witches hats around a space with about 1 metre between each hat if possible. Individually, children are to firstly walk around the area and touch the top of each cone with their index finger (using either hand). Gradually increase the pace of travel (SEE VIDEO 2).</p> <p>Teacher Tips Make sure children make contact between the cone and finger- demonstrate deceleration towards the cone and making sure that there is touch</p> <p>Teaching Points Do the children remain balanced and in control when touching the cone? Can pupils successfully navigate space and avoid collisions?</p> <p>Progression Give pupil 10 cones- challenge them to place cones on top of different</p> | <p>(pictures of each bean) in order to aid instruction.</p> <p>Progression Can the children complete the movements and actions across different levels?</p> <p>High (jumping), middle (travelling on knees) and low (crawling).</p> <p>Main Activity 'Taking Turns' - Place children in mixed ability groups of four or five with one large soft ball and large cone per group. Children to line up with the person in front holding the ball.</p> <p>Place the large cone about 7 metres from the first person in line. The objective is to attempt to throw a ball (underarm - using two hands) towards the cone in an attempt to knock</p> |
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| | | | <p>Progression Introduce two balloons/ time-based challenge how many times can pupils strike the ball up in the air in a minute without it hitting the floor</p> <p>STEP/SEND recommendations</p> <p>Increase the size of the area to allow more control over striking, allow pupils to work in smaller groups to develop and consolidate skills.</p> | <p>Teaching Points Do children use their arms in-sync with their legs? Do children run on their toes? Do pupils look forward when they are travelling? Are pupils successfully taking turns- tagging the next pupil to go Progression</p> <p>Increase the distance/angle between cones- can pupils carry a ball during movements demonstrating control.</p> <p>Can pupils retrieve an item from the end of the slalom (most items once they have all gone- winning team)</p> | <p>witches hats in the quickest time possible. Repeat but this time collecting cones from 10 different witches hats</p> | <p>it over, collect ball, fix cone (if needed) and return to group allowing the next child to take their turn (SEE VIDEO 2).</p> <p>Teacher Tips</p> <p>Place a cone down for the children to line up behind- ensure the pupil attempting the activity has enough room to throw the ball</p> <p>Teaching Points</p> <p>Do the children swing arms backwards and release towards the cone? Do pupils maintain focus/concentration on the target? Do pupils follow through pointing at the target? Progression Throw underarm using one hand only, increase the amount of targets- similar to 10 pin bowling etc.</p> |
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| Expressive Art and Design | <p>Ramdan calendar creating prayer mats. Children to work in groups and use a variety of different materials and media to create a prayer mat. Look at a variety of different prayer mats talk about what they can see how are they similar and different.</p> | <p>Finish prayer mats for the Ramadan calendar. Children to work in small groups to complete projects.</p> | <p>Display a copy of The Fruit Basket picture card by Giuseppe Arcimboldo. Show the children how the painting can be viewed as a fruit basket or a person's head. Ask them to talk about the painting and give their opinion on whether they like it or not. Encourage them to talk about the fruits they can see in the painting and the features they represent. Explain that you will work as a group to create a fruit face or fruit basket picture. Display fruits and provide paper and pastels for the children to make observational drawings. Invite the children to choose a fruit to draw. When finished, provide scissors for the children to cut around their drawings and work as a group to arrange them</p> | <p>Fruit printing using the fruits from Handa surprise can they create a fruit rainbow.</p> <p>Create fruit faces thinking and looking at the different fruit shapes and what part of the face they could be used for.</p> <p>Recreating Handa surprise using small world toys using language from the story.</p> <p>Recite and learn rhymes about fruits and vegetables. Children to make and use props to recreate these.</p> | <p>Tell the pupils that today they'll be making mandalas. Look together at the Presentation: Mandalas to learn about their origins and what they look like.</p> <p>Presentation: Mandalas Display to the children from your device.</p> <p>2. Allow the pupils some time to practise making patterns and mandalas with the petals, leaves and grass, without sticking them to the frame. This can be done on any flat surface but a table top will work best. You may like to leave the last slide of the presentation on the board where the pupils can see it, or print out some example images for them to refer to for inspiration.</p> <p>3. Hand out one paper plate frame and one circle of sticky back plastic to each pupil. Help them to pull the backing from the sticky back plastic and stick it to the underside of the</p> | <p>Retell the story using small world props of No dinner.</p> <p>Observational drawings of pumpkins and other foods that have been mentioned in the story. Children to think about media and colours.</p> <p>Recreating and acting out parts of the story No dinner.</p> <p>Looking at simple rhymes about pumpkins and performing them with props.</p> |
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| | | | <p>to create a face or fruit basket.</p> <p>Observational drawings of vegetables, fruits and plants.</p> <p>Provide yoghurt pots, cardboard tubes, seeds, rice, dried beans, tape, elastic bands and greaseproof paper.</p> <p>Explain to the children that they will make a seed shaker percussion instrument. Show the children how to put the beans in the pot or tube, cover the end with circles of greaseproof paper and secure with tape or elastic bands.</p> <p>Encourage them to</p> | | <p>plate frame, leaving the sticky side facing upwards.</p> <p>4. Now allow pupils to add the collected petals, leaves and grass to the sticky centre, encouraging them to think about how they could use the petals to create a pattern like the one they made while they were practising.</p> <p>Remember, this time things can't be moved once they are put in place!</p> | |
| Islamic Studies | <p>The fundamental believes in Islam</p> <p>"Who is Allah?"</p> <p>"Who is our prophet?"</p> <p>"What is the Quran?"</p> <p>"What do we believe as Muslims?"</p> | <p>Basic concepts of kindness and respect towards parents</p> | <p>Basic concepts of kindness to neighbour</p> | <p>Understand the significance and importance of Ramadan in Islam</p> | <p>Understand that Eid is a special celebration in Islam that marks the end of Ramadan, or Hajj</p> | <p>Revision of Suras and Dua</p> |

| How to help at home | |
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| Physical development | <p>To support your child's development encourage them to walk to school, the park or the supermarket.</p> <p>If you are able to, take your child to the park and use the equipment, like the slide & climbing frame to support the development of their gross motor skills</p> <p>Make playdough at home and let your child have fun with it, play dough disco with your child. Children develop fine motor muscles by manipulating the dough in a variety of ways, which in turn helps to improve their mark making and writing. https://www.youtube.com/watch?v=yoWqUNUcAzo</p> <p>To help with fine motor skills, make some dough or playdough and model squashing, patting, rolling, pinching & pulling using their hands and fingers. Have some fun making faces with different expressions.</p> <p>Creative activities with your child is a fun and effective way to develop fine motor skills encourage to use child safety scissors, fold and tear paper. Junk modelling is a great way to do this. For example when making a car, children can add features by cutting paper for wheels windows etc.</p> |
| Communication and Language | <p>To support your child's communication & language, literacy & comprehension skills, share various stories on various topics and talk about what is their favourite book.</p> <p>Encourage your child to speak in full sentences for example: I can see a tree. What can you see? I can see a red bus. How many windows does the bus have? How many people are sitting on the bus?</p> |
| Personal, Social and Emotional development | <p>Support your child with turn taking, so when others are playing with a toy that they want to play with, encourage them to use kind words to ask for a turn. You can play games which encourage and support turn taking and have some fun too! Encourage your child to build positive relationships with other children their age by using kind words & kind hands.</p> <p>Talk about feelings what makes your child happy, sad or angry what can they do to help themselves when they feel this way. Remind them it is important to speak to the adults in the setting about how they are feeling.</p> <p>Talk about what makes a good friend and how they can be a good friend to others.</p> |