

Year: Foundation **Term:** 4 **Topic(s):** Living Things
Hook(s): Walk to Saga Park: minibeast hunt. Making Jack and the Beanstalk Land.

	Extended writing opportunity: Minibeast factsheets	Extended writing opportunity: Minibeast factsheets	Extended writing opportunity: Cold Task	Extended writing opportunity:	Extended writing opportunity: Hot Task	Extended writing opportunity:
Reading	Daily Phonics - Letters and sounds with actions.	Daily Phonics - Letters and sounds with actions.	Daily Phonics - Letters and sounds with actions.	Daily Phonics - Letters and sounds with actions.	Daily Phonics - Letters and sounds with actions.	Daily Phonics - Letters and sounds with actions.
Maths	Number Addition	Number Addition/Subtraction	Number Subtraction	Shape Space and Measure 2D shapes/3D shapes	Shape Space and Measure 3D shapes	Shape Space and Measure Time +Days of the week
Understanding the World	<p>The World Talk about some things they've observed/ Make observations of animals and plants and explain why some things occur, and talk about changes. -Minibeast hunt -Minibeast fact sheets –what they eat, where they live etc. -Spider web walk: look for spider webs -Ant restaurant</p> <p>People and communities Shows interest in different occupations –garden centre role play.</p>	<p>The World Talk about some things they've observed/ Make observations of animals and plants and explain why some things occur, and talk about changes. -Minibeast hunt -Minibeast fact sheets –what they eat, where they live etc. -Spider web walk: look for spider webs -Ant restaurant</p> <p>People and communities Shows interest in different occupations –garden centre role play.</p>	<p>The World Talk about some things they've observed/ Make observations of animals and plants and explain why some things occur, and talk about changes. -Planting</p> <p>Technology Knows how to operate simple equipment Shows an interest in technological toys Shows skill in making toys work by pressing parts -Jack and the Beanstalk Bee-Bot mat</p> <p>People and communities Shows interest in different occupations –garden centre role play.</p>	<p>The World Talk about some things they've observed/ Make observations of animals and plants and explain why some things occur, and talk about changes. -Planting</p> <p>Technology Knows how to operate simple equipment Shows an interest in technological toys Shows skill in making toys work by pressing parts -Jack and the Beanstalk Bee-Bot mat</p> <p>People and communities Shows interest in different occupations –garden centre role play.</p>	<p>The World Talk about some things they've observed/ Make observations of animals and plants and explain why some things occur, and talk about changes. -Planting</p> <p>Technology Knows how to operate simple equipment Shows an interest in technological toys Shows skill in making toys work by pressing parts -Jack and the Beanstalk Bee-Bot mat</p> <p>People and communities Shows interest in different occupations –garden centre role play.</p>	<p>The World Talk about some things they've observed/ Make observations of animals and plants and explain why some things occur, and talk about changes. -Lifecycle of a butterfly Sequencing lifecycles -Leaf hunt: find leaves of different sizes/shapes/colours and look at the patterns</p> <p>People and communities Shows interest in different occupations –garden centre role play.</p>
Expressive Arts and Design	<p>Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect -Junk modelling: bug hotels; minibeasts etc. -Clay minibeasts -Painting minibeasts</p> <p>Introduces a storyline or narrative into their play Plays alongside other children who are engaged in the same theme Plays cooperatively as part of a group to develop and</p>	<p>Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect -Junk modelling: bug hotels; minibeasts etc. -Clay minibeasts -Painting minibeasts</p> <p>Introduces a storyline or narrative into their play Plays alongside other children who are engaged in the same theme Plays cooperatively as part</p>	<p>Begins to build a repertoire of songs Explore the different sounds of instruments -Jack and the Beanstalk songs and rhymes Constructs with a purpose in mind, using a variety of resources. -Building the giant's a castle -Constructing a beanstalk</p> <p>Introduces a storyline or narrative into their play Plays alongside other children who are engaged in</p>	<p>Begins to build a repertoire of songs Explore the different sounds of instruments -Jack and the Beanstalk songs and rhymes Constructs with a purpose in mind, using a variety of resources. -Building the giant's a castle -Constructing a beanstalk</p> <p>Introduces a storyline or narrative into their play Plays alongside other children who are engaged in</p>	<p>Begins to build a repertoire of songs Explore the different sounds of instruments -Jack and the Beanstalk songs and rhymes Constructs with a purpose in mind, using a variety of resources. -Building the giant's a castle -Constructing a beanstalk</p> <p>Introduces a storyline or narrative into their play Plays alongside other children who are engaged in</p>	<p>Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect -Butterfly painting –symmetry -Fingerprint caterpillars -Playdough caterpillars Begins to build a repertoire of songs -Days of the week song</p> <p>Introduces a storyline or narrative into their play Plays alongside other children who are engaged in</p>

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	act out a narrative -Garden centre role play	of a group to develop and act out a narrative -Garden centre role play	the same theme Plays cooperatively as part of a group to develop and act out a narrative -Garden centre role play -Acting out Jack and the Beanstalk –with stick puppets or using role play masks	the same theme Plays cooperatively as part of a group to develop and act out a narrative -Garden centre role play -Acting out Jack and the Beanstalk –with stick puppets or using role play masks	the same theme Plays cooperatively as part of a group to develop and act out a narrative -Garden centre role play -Acting out Jack and the Beanstalk –with stick puppets or using role play masks	the same theme Plays cooperatively as part of a group to develop and act out a narrative -Garden centre role play -Acting out Jack and the Beanstalk –with stick puppets or using role play masks
Physical Development	<p>Moving and handling Fine motor -Pencil grip -Forming recognisable letters -Using one handed tools and equipment Gross motor -Balancing, travelling in different ways, throwing and catching -Moving confidently and safely negotiating space –moving like minibeast -dancing to the Ugly Bug Ball</p> <p>Health and self-care Managing personal hygiene Observing effect of exercise on their body Considers and manages some risks and practises appropriate safety measures without supervision</p>	<p>Moving and handling Fine motor -Pencil grip -Forming recognisable letters -Using one handed tools and equipment Gross motor -Balancing, travelling in different ways, throwing and catching -Moving confidently and safely negotiating space –moving like minibeast -dancing to the Ugly Bug Ball</p> <p>Health and self-care Managing personal hygiene Observing effect of exercise on their body Considers and manages some risks and practises appropriate safety measures without supervision</p>	<p>Moving and handling Fine motor -Pencil grip -Forming recognisable letters -Using one handed tools and equipment Gross motor -Balancing, travelling in different ways, throwing and catching -Moving confidently and safely negotiating space -bean game</p> <p>Health and self-care Managing personal hygiene Observing effect of exercise on their body Considers and manages some risks and practises appropriate safety measures without supervision</p>	<p>Moving and handling Fine motor -Pencil grip -Forming recognisable letters -Using one handed tools and equipment Gross motor -Balancing, travelling in different ways, throwing and catching -Moving confidently and safely negotiating space -bean game</p> <p>Health and self-care Managing personal hygiene Observing effect of exercise on their body Considers and manages some risks and practises appropriate safety measures without supervision</p>	<p>Moving and handling Fine motor -Pencil grip -Forming recognisable letters -Using one handed tools and equipment Gross motor -Balancing, travelling in different ways, throwing and catching -Moving confidently and safely negotiating space -bean game</p> <p>Health and self-care Managing personal hygiene Observing effect of exercise on their body Considers and manages some risks and practises appropriate safety measures without supervision</p>	<p>Moving and handling Fine motor -Pencil grip -Forming recognisable letters -Using one handed tools and equipment Gross motor -Balancing, travelling in different ways, throwing and catching -Moving confidently and safely negotiating space –moving like minibeast -dancing to the Ugly Bug Ball</p> <p>Health and self-care Managing personal hygiene Observing effect of exercise on their body Considers and manages some risks and practises appropriate safety measures without supervision Making healthy food choices – related to the Hungry Caterpillar</p>
Personal, Social and Emotional Development	<p>Making relationships Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding and asks appropriate questions of others Takes steps to resolve conflict with others Play co-operatively, taking turns Shows sensitivity to others’ needs and feelings.</p> <p>Self-confidence and self-awareness Confident to speak about own needs, wants, thoughts and opinions Confident to try new activities Can describe self in positive terms and talk about abilities Says when help is or isn’t needed.</p> <p>Managing feelings and</p>	<p>Making relationships Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding and asks appropriate questions of others Takes steps to resolve conflict with others Play co-operatively, taking turns Shows sensitivity to others’ needs and feelings.</p> <p>Self-confidence and self-awareness Confident to speak about own needs, wants, thoughts and opinions Confident to try new activities Can describe self in positive terms and talk about abilities Says when help is or isn’t needed.</p> <p>Managing feelings and</p>	<p>Making relationships Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding and asks appropriate questions of others Takes steps to resolve conflict with others Play co-operatively, taking turns Shows sensitivity to others’ needs and feelings.</p> <p>Self-confidence and self-awareness Confident to speak about own needs, wants, thoughts and opinions Confident to try new activities Can describe self in positive terms and talk about abilities Says when help is or isn’t needed.</p> <p>Managing feelings and</p>	<p>Making relationships Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding and asks appropriate questions of others Takes steps to resolve conflict with others Play co-operatively, taking turns Shows sensitivity to others’ needs and feelings.</p> <p>Self-confidence and self-awareness Confident to speak about own needs, wants, thoughts and opinions Confident to try new activities Can describe self in positive terms and talk about abilities Says when help is or isn’t needed.</p> <p>Managing feelings and</p>	<p>Making relationships Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding and asks appropriate questions of others Takes steps to resolve conflict with others Play co-operatively, taking turns Shows sensitivity to others’ needs and feelings.</p> <p>Self-confidence and self-awareness Confident to speak about own needs, wants, thoughts and opinions Confident to try new activities Can describe self in positive terms and talk about abilities Says when help is or isn’t needed.</p> <p>Managing feelings and</p>	<p>Making relationships Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding and asks appropriate questions of others Takes steps to resolve conflict with others Play co-operatively, taking turns Shows sensitivity to others’ needs and feelings.</p> <p>Self-confidence and self-awareness Confident to speak about own needs, wants, thoughts and opinions Confident to try new activities Can describe self in positive terms and talk about abilities Says when help is or isn’t needed.</p> <p>Managing feelings and behaviour</p>

	<p>behaviour Aware of their own feelings and the feelings of others, and can discuss these. Aware of boundaries set and behavioural expectations Beginning to be able to negotiate and solve problems Work as part of a group or class and understand and follow the rules. -All interwoven through all learning throughout the term.</p>	<p>behaviour Aware of their own feelings and the feelings of others, and can discuss these. Aware of boundaries set and behavioural expectations Beginning to be able to negotiate and solve problems Work as part of a group or class and understand and follow the rules. -All interwoven through all learning throughout the term.</p>	<p>behaviour Aware of their own feelings and the feelings of others, and can discuss these. Aware of boundaries set and behavioural expectations Beginning to be able to negotiate and solve problems Work as part of a group or class and understand and follow the rules. -All interwoven through all learning throughout the term.</p>	<p>behaviour Aware of their own feelings and the feelings of others, and can discuss these. Aware of boundaries set and behavioural expectations Beginning to be able to negotiate and solve problems Work as part of a group or class and understand and follow the rules. -All interwoven through all learning throughout the term.</p>	<p>behaviour Aware of their own feelings and the feelings of others, and can discuss these. Aware of boundaries set and behavioural expectations Beginning to be able to negotiate and solve problems Work as part of a group or class and understand and follow the rules. -All interwoven through all learning throughout the term.</p>	<p>Aware of their own feelings and the feelings of others, and can discuss these. Aware of boundaries set and behavioural expectations Beginning to be able to negotiate and solve problems Work as part of a group or class and understand and follow the rules. -All interwoven through all learning throughout the term.</p>
<p>Communication and Language</p>	<p>Listening and attention Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Understanding Responds to instructions involving a two-part sequence. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Answer how and why questions.</p> <p>Speaking Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations, and introduces storyline or narrative to their play. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 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