

**CURRICULUM DRIVER FOCUS : Local Communities and Environment**  
**THEME: THE GREAT OUTDOORS**

**PRIME AREAS**

<p><b>COMMUNICATION AND LANGUAGE (CL)</b></p>	<p>Talk about what we find on our Spring and Summer walks            Share our Magic Moments boxes and learn to ask questions.            Understand what a question is.            Share books, discuss the story and predict the ending.            Enjoy non-fiction books and talk about what they have found out.            Talk about the plants and mini-beasts we find in our school environment            Explore new vocabulary with the children, generate a daily word (WOD-word of the day)</p>	<p>Seasons            Spring is here            One Springy Day            Tree-Seasons Come,            Seasons go            Down at the cool of the Pool            The bad tempered ladybird            Mad about Mini-Beasts</p>
<p><b>PERSONAL,SOCIAL AND EMOTIONAL DEVELOPMENT (PSED)</b></p>	<p>Following the school PSHE plan            Protective behaviours- Keeping safe            Transition- Developing confidence and looking at strategies to support further independence, resilience and perseverance in the face of challenge.</p>	
<p><b>PHYSICAL DEVELOPMENT (PSED)</b></p>	<p>Develop our fine motor skills through our daily busy finger activities            Follow the school Complete PE plans            PE lessons twice a week developing gross motor skills.            Outside PE using:            Ball skills-learning to aim, catch, throw, pass and bounce</p>	

	<b>Racket skills</b> <b>Target practice such as aiming a ball at a target, kicking a ball through a hoop</b>	
<b>SPECIFIC AREAS</b>		
<b>LITERACY (L)</b>	<b>Phonics 'Time for phonics-consolidating phase 2, 3 and 4</b>  <b>Write facts about plants and mini beasts</b> <b>Label drawings</b> <b>Write 'guess what/who' facts for others to guess which plant or mini beast</b> <b>Writing for a purpose; Plant facts, what plants need to grow, Mini beast facts -how to show respect for things living in our environment</b> <b>Story maps and mini books to encourage the skills of story writing, facts and retelling familiar stories</b> <b>Make comparisons and record in different ways including charts, graphs</b>	<b>The Hungry Caterpillar</b> <b>Handa's Surprise</b> <b>Ben plants a Butterfly garden</b> <b>Norman the slug</b> <b>Aargh a spider</b> <b>Insects: A close up look</b>
<b>MATHEMATICS (M)</b>	<b>Measurement- use non standard measurements to see; how long, tall, wide, how heavy and light</b> <b>Recall number bonds to 10 and beyond</b> <b>Understand one more and one less and the relationship between consecutive numbers.</b> <b>Halving and Doubling</b> <b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater then, less than or equal to</b> <b>Verbally count to 20 and beyond</b>	<u><b>VOCABULARY</b></u> <b>Heavy, heavier</b> <b>Light, lighter</b> <b>Tall, taller, Short, shorter</b> <b>Big bigger, Small smaller</b> <b>Greater than, less than, equal to</b>
<b>UNDERSTANDING OF THE WORLD (UW)</b>	<b>Signs of Spring and Summer</b>	<u><b>VOCABULARY</b></u> <b>Spring, Summer</b> <b>Plants, Flowers</b>

<p><b>RE</b>  <b>Learning about Ramadan and Eid</b>  <b>Sharing experiences from the children</b></p>	<p><b>Exploring what they see, hear, feel outside – look for shadows, drawing around their shadows and comparing their shape and size</b>  <b>Making shadows with their bodies under the sun</b>  <b>Making rainbows from sunlight eg bubbles, CDs</b>  <b>Opportunities to explore the plants in the surrounding natural environment</b>  <b>Taking photos of the plants they find</b>  <b>Observing closely and drawing plants</b>  <b>Looking at aerial views to count the trees</b>  <b>Understanding the need to respect and care for the natural environment and all living things</b>  <b>Learning about and understanding life cycles</b></p>	<p><b>Tree, bush</b>  <b>Vegetable, herb, weed</b>  <b>Environment</b>  <b>Mini beasts</b>  <b>Respect</b>  <b>Shadow, shady, clouds,</b>  <b>source, light source,</b>  <b>pale, dark, transparent,</b>  <b>opaque</b></p>
<p><b>EXPRESSIVE ARTS AND DESIGN (EAD)</b></p>	<p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. This will include continuing with our woodwork skills, using things we have collected from our environment such as flowers printing, observational drawings</b>  <b>Share their creations, explaining the process they have used.</b>  <b>Make props and materials when role playing characters in narratives and stories</b>  <b>Invent, adapt and recount narratives and stories</b>  <b>Perform songs, rhymes, poems and stories with others.</b></p>	<p><b>Rhymes and Songs</b>  <b>There’s a worm at the bottom of the garden</b>  <b>Incy Wincy Spider</b>  <b>Ladybird, Ladybird</b>  <b>The ants came marching</b>  <b>We will learn sign language for some of these.</b></p>