



Burnham-on-Crouch Primary School
EYFS Long Term Literacy and Curriculum Planning



Literacy ELG:

Comprehension	Word Reading	Writing
<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Specific Areas	Literacy
Birth-3 years	<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and responds to the pictures or the words. • Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name.
3-4 years	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, • Engage in extended conversations about stories, learning new vocabulary • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately.
Reception	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.



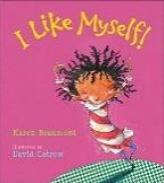

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Autumn 1 – Outdoor:





Autumn 1: Marvellous Me	
Literacy and Topic	Outdoor Provision and Role Play experiences
<p>Week 1: starting from 6th September - (Half Days) Who am I? What are my likes and dislikes?</p> <ul style="list-style-type: none"> Likes and Dislikes Hobbies/Interests Classroom Rules Hair, eye colour <p>Focus on completing Baseline assessment</p> <p>Week 2: - Who Am I? What do I look like?</p> <ul style="list-style-type: none"> Show the children your very special, magic mirror! children that your mirror helps us to see all the things about ourselves and helps us to think of all that we are good at. Teacher to start by looking in and saying something they like about themselves, adults to go next to model. Pass round the mirror, help each other/share ideas Children to make their own special mirror. Teacher scribes 5 things each child likes about themselves, encourage children to have a go at writing. Exploring differences and similarities to others Routines of school Behaviour Feelings and Emotions Create self-portraits for 'All about me' Display. <p style="text-align: center;">Focus Book (F): What I like about me By Allia Zobel-Nolan</p> <p>Complete baseline</p>	<p>Exploring the outside area, learning how to use the equipment safely.</p> <p>Learning rules, how to tidy up.</p> <p>Opportunities for big mark making outside.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Tell the good the things the mirror TA/other</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <ul style="list-style-type: none"> Stories Role play Music making Gardening Using rakes and brooms Trikes/bikes Gross motor skills </div> </div>



<p>Week 3: - Where do I come from?</p> <ul style="list-style-type: none"> • Family Background • Countries • Different Cultures • Travel/the world <p>Diversity scrap book</p> <ul style="list-style-type: none"> • Children to research their family names, grandparents • Old family photos to make a family tree <p>Focus Book (NF): The Family Book</p> <p>Continuous provision</p> <p>PSED -read the smartest giant in town here too. **Lots of games with adults. Adult modelling play, including role play and small world. Share photos of our families</p> <p>CL - Stories time, circle time, singing songs/rhymes.</p> <p>PD: Conker rolling.</p> <p>Literacy Have photos of the children and copies of the photos of families on the mark making table, encourage children to write labels and captions.</p> <p>Maths - Counting objects, matching objects to numerals, securing understanding of numbers.</p> <p>EAD: junk modelling houses and homes, encourage the children to make additional buildings that we saw on our walk.</p>	<p>Seasonal change- any signs of Autumnn?</p> <p>Encourage children to bring in conkers/pine cones etc. incorporate counting, ordering by size.</p> <p>Building conker runs.</p> <p>Loose parts play, den building/homes and mud kitchen play</p> <p>Outdoor provision Loose parts play, den building/homes and mud kitchen play Seasonal change, autumn exploration. Building animal homes.</p> 
<p>Week 4: W/C - All about my body</p> <ul style="list-style-type: none"> • Body Parts and Organs • The 5 Sense • X-rays • Explore more than just the obvious body parts. • Why is a body part important to us/what does it do for us? <p>Focus Book (NF): See Inside your body By Katie Daynes My Five Sense By Aliko</p>	<p>Autumn – seasonal change</p> <p>Loose parts play, den building/homes and mud kitchen play Seasonal change, autumn exploration. Building animal homes. Obstacle courses Drawing around each other Faces with loose parts Mud kitchen Continue to establish rules and routines</p> 
<p>Week 5: - Looking After my body</p> <ul style="list-style-type: none"> • Hygiene (washing hands) 	<p>Autumn – seasonal change</p> <p>Natural collage of a tree using found objects</p>



- Food and Diet
- Health and sport
- Cooking (Make their own yoghurts, smoothies, sandwiches etc)

Focus Book (F): I don't want to wash my hands
By Tony Ross
Oliver's Milkshake, Oliver's Fruit Salad and Oliver's Vegetables
By Vician French & Alison Barlett



Rubbings of trees, leaves



Week 6: - **People who help us**

- How do you know when you are at risk and who can you go to for help. (look at this within school and within the community – This links to the updated guidelines on keeping children safe. The phrase has been **changed to** children know how to '**recognise when they are at risk and how to get help when they need it**'
- What do I want to be when I grow up?
- Different people who help us – police, fire brigade, teachers etc.
- Challenge stereotypes!

Focus books: Police Officer/Fire Fighter/Doctor/Teacher/Chef
By Amanda Askew



Outdoor provision

Focus on gross motor skills, climbing, digging, riding the trikes/scooters.

- Autumn – seasonal change
- Role play/crime scenes
- Road safety with vehicles and stop signs etc.
- Maps of the local area
- Walk around Burnham



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PSED: what makes a good friend? Can we take some ideas from our story this week?
How is X a good friend to you?

**Lots of games with adults. Adult modelling play, including role play and small world.

CL: role play linked to the emergency service

**Stories time, circle time, singing songs/rhymes.

PD: following lines and patterns, using tweezers to pick up the different resources.

People that help us lacing cards

Literacy

Mark making, letter formation, name Squiggle.



writing,

Maths: matching numerals, counting cars, parking cars in space

UW: people who help us/people in the local community. Role play/dress up, posters/paintings.

EAD

Friendship picture/cards – children make these for each working together.



other,



Week 7: - Child initiated Week!

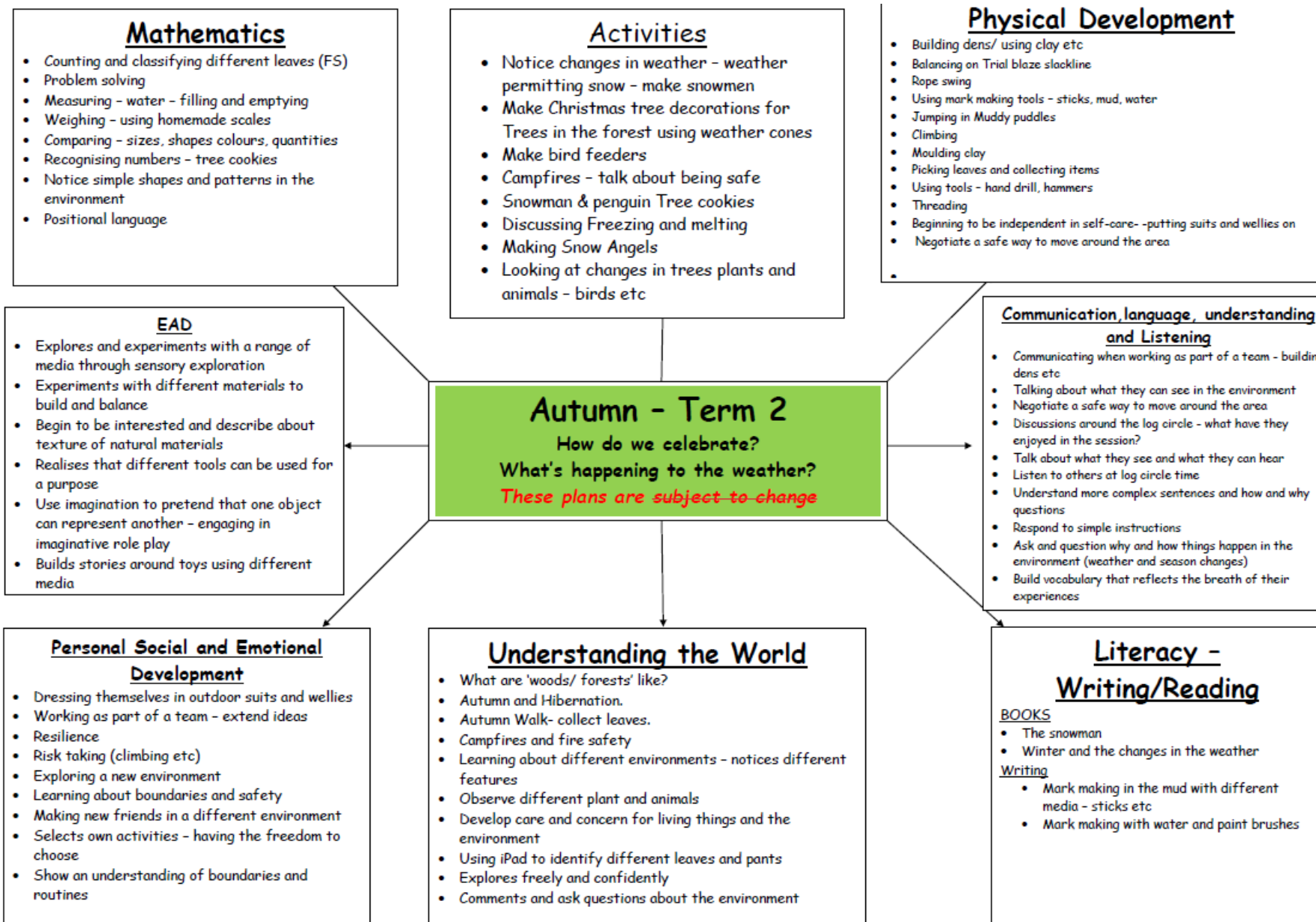
Explore children's interest and individual targets/next steps. Go through 2simple and check for observations across all areas.

Prepare the displays for next term.



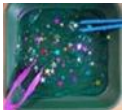







Autumn – seasonal change



Outdoor Provision:





Autumn 2: Celebrations	
Literacy and Topic	Outdoor Provision and Role Play experiences
<p>Week 1: - Bonfire Night</p> <ul style="list-style-type: none"> • Paintings fireworks • Competitions • Making a Guy Fawkes • Write a list of firework sounds (pop, bang, fizz, whizz etc) <p>Focus Book (NF): Sparks in the Sky</p>  <p><u>Continuous Provision</u></p> <p><u>PSED</u> - Sharing traditions and experiences of fireworks and bonfire night <u>CL</u>- Sharing traditions and experiences of fireworks and bonfire night. Stories time, circle time, singing songs/rhymes. <u>PD</u>: Counting stars, using tweezers and stars in hair gel/gloop</p>    <p>Firework biscuits or painted toast <u>Literacy</u>: Exploring rhyme and alliteration <u>Maths</u>: 3d shape rockets, Firework tuff tray, number formation</p>  	<ul style="list-style-type: none"> • Large paint flicking outdoors on sheets of backing paper • Using natural resources to create a bonfire scenes – sticks and twigs for the base, leaves for flames etc. • Build camp fires and sing camp fire songs, role play toasting marshmallows • Use chalks to draw fireworks and write sounds on the playground • Pumpkin exploration in the mud kitchen • Pumpkins, golf tees and hammers • Counting pumpkin seeds • Making witches potions • Set up a witches shop – selling and buying ingredients for potions (natural objects) • Making lists for potions • Opportunities for children to tell their own stories • Have witches hats etc. out for role play • Natural paintbrushes/witches brooms • Using the potion bottles to explore capacity, size ordering • Weighing ingredients for potions    
<p>Week 2: - Diwali Celebrations</p>	<ul style="list-style-type: none"> • Colour hunt.



- Morals
- Rama and Sita – role play story
- Making Tea Lights
- Festival of light – make lanterns
- How is Diwali celebrated by Hindus, Sikhs and Jains across the world?

Focus Book (F): Roma and Sita by Malachy Doyle
(NF) Diwali by Nancy Dickmann

Diversity scrap book

- Make a sari using different material
- Diawli dance
- Indian food tatsing/cooking



Continuous Provision

Introduce Remembrance and why and how we remember. Look at a poppy, it is a symbol of remembering. Just like the book where colours make us think of certain things, we can have special objects too.

Share this video: https://www.youtube.com/watch?v=pv_ub7Be7oA

PSED - Exploring feelings and emotions. How do you feel board? Encourage the children to move their name to a feelings board each day.

How do colours make you feel? Why?

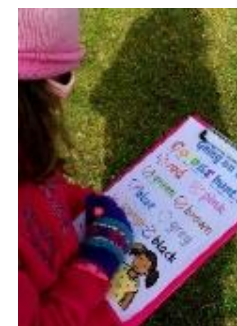
work together to create remembrance wreaths.

CL - sharing stories, memories of when the children were at Nursery, memories of special events or occasions in their lives.

PD - Loose parts poppies
Playdough poppy play
Pompom rainbow.



- Chalk writing on the playground
- Ranglo patterns using natural objects
- Making trails to follow linked to leading Rama and Sita home
- Outdoor café – money, role play, making lists/taking orders
- Leaf sorting and classification – looking at colour, size
- Building conker runs
- Building bridges – linked to Rama and Sita story
- Dark tent exploration and using torches
- Explore shadows –can you catch your shadow?
- Shadow drawing
- Climb a tree
- Balance on a log




Week 3: - Different Cultures and Religions



- Non fiction books
- UAE
- England

- Making music in the environment – performances on stage
- Dressing up
- Listening to music around the world



<ul style="list-style-type: none">• Chinese• Eastern European• Explore different Food/Language/Dress/Traditions <p>Focus books (F): Children Around the World by Donata Montanari My World, Your World by Melanie Walsh</p> <p>Diversity scrap book</p> <ul style="list-style-type: none">• Aboriginal art• Make African drums• Food tasting• Dress up days	<ul style="list-style-type: none">• Travelling in different ways• Large construction – make a boat to travel the world• Introduce different spices from around the world in the mud kitchen• Have different animals and sort into hot and cold environments• Use compasses to explore outside• Place North, East, South ,West• Draw maps on the playground• Make treasure maps and tea stain them• Measure distance/length 
<p>Week 4: - Frozen Worlds</p> <ul style="list-style-type: none">• Artic animals• Solid and liquid experiments• Temperature• Flouting and Sinking• Pollution/Environment• Practice for Christmas production <p>Focus Book (NF): Antarctica by Lucy Bowman Focus Book (F): And Tango makes three by Justin Richardson</p>	<ul style="list-style-type: none">• Ice painting• Use fake snow, showing foam, ice in tuff trays• Breaking ice to free objects• Looking for spider webs and looking at the dew on them – look at patterns• Make frozen decorations (natural objects in shallow trays of water and freeze)• Sorting animals• Have hot chocolate and drink outside• Clearing up the environment – litter picking, making posters• Melting/freezing• Jumping in puddles




	
<p>Week 5:– Winter around the world</p> <ul style="list-style-type: none"> • Changes in the environment e.g. trees, leaves • Hibernation • Clothing • Winter holidays 	<ul style="list-style-type: none"> • Putting on wellies, dressing up warm to go outside • Make bird feeders and hang them up • Den building • Autumn counting • Conker runs • Autumn/Winter walk around school grounds/local area • Making animal homes • Colour swatches • Hot chocolate station role play area • Numbers on snowflakes to order, match objects to • Umbrella painting 
<p>Week 6: - Class Production/Panto trip</p> <ul style="list-style-type: none"> • Who celebrates Christmas? Who does not celebrate Christmas? Reinforce that both is okay and depends on your culture or religious beliefs. • Hanukkah 	<ul style="list-style-type: none"> • Walk to the post box and send a letter for Father Christmas • Develop role play home corner ready for Hanukkah and then Christmas (indoor) • Make stars of David and hang them in the trees • Continue with exploring change in weather and keeping warm – leaf printing and rubbings



Focus Book (F): Eight Candles to Light by Jonny Zucker

- Make a 'Menorah' (candle)
- Look at Jewish clothing
- Jewish food
- Make a star of David

- Explore Hanukkah (inside)




A photograph showing three children standing behind a wooden display table labeled 'WEATHER STATION'. The table is covered with various educational cards and posters related to weather. The children appear to be engaged in a learning activity.

Week 7: **Santa/ Child-initiated Week/Panto trip?**

- Santa Fun
- Writing Letters
- Making decorations for the classroom.

Focus book (F): One Snowy Night by Nick Butterworth

- Delivering presents on bikes – numbers around the outdoor area, deliver in order
- Make Christmas decorations using twigs, cut offs from Christmas trees – using woodwork tools?
- Baking (indoors)
- Outdoor post office writing den
- Observe the weather, continue to explore keeping warm and wrapping up for the outdoors
- Santa Grotto outside?
- Build a giant igloo outdoors with milk bottles



Two photographs illustrating outdoor activities. The left photo shows a large igloo-like structure built from white plastic bottles, with a small arched entrance. The right photo shows a wooden structure decorated for a Santa grotto, with a person in a Santa suit visible inside and a child standing outside.

Make the most of a windy day and make kites and test them. Run in the wind, use the windy day box!



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Spring Outdoor Learning Ideas


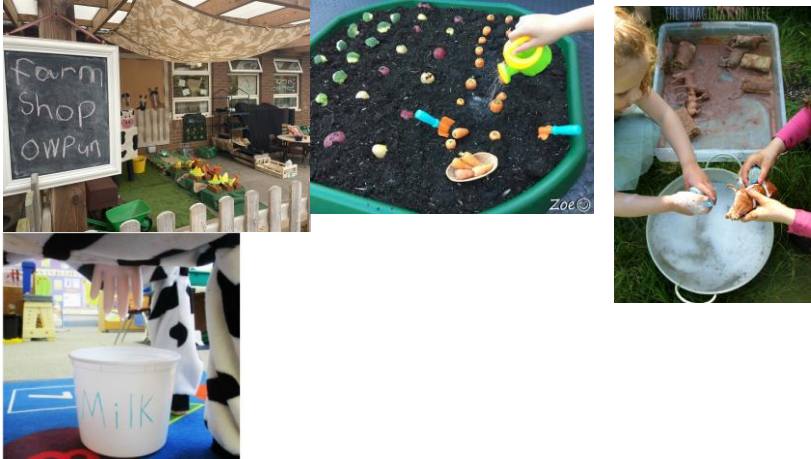


Reception

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none">Encourage children to capture signs of spring using a recording device. Children can then challenge their friends to a springtime scavenger hunt by sharing the photos. Try extending children's descriptive vocabulary by asking them to describe the object to find. For example, 'Find something bright yellow, soft to touch and with a straight, green stem.'Create regular points in time for the children to sit quietly in a favourite spot and tune into sounds around them. In this season, you could focus on tuning into the busy bird sounds. How many different bird calls can children hear? Using their voices, they could then imitate the bird calls for their friends to hear.Children can go for a walk and collect spring treasures, attaching them with wool or elastic bands to a stick. Encourage children to describe the places they visited by showing others the items on their sticks. Can their friend then follow their route using their stick and descriptions?	<ul style="list-style-type: none">Earth Day is celebrated each year on 22nd April. On this day, consider ways to care for your local green spaces. Maybe take a trip to the park and collect some litter using litter pickers, spend time enjoying and exploring a new place outdoors, or maybe take your snack outdoors and enjoy a nature picnic under the shade of a blossoming tree. Encourage children to share their favourite places with each other and take a moment to be thankful for all that our Earth gives us.Take the time to work together and give your outside space a 'spring clean'. Children could pick up sticks, remove old cobwebs, rake and collect leaves and get growing patches ready for the new season.	<ul style="list-style-type: none">Create bird feeders by threading hooped cereals onto string or wool. Place these outside for the hungry birds to enjoy. Perfect for developing small motor movements.During springtime, you can create the most amazing leaf prints using freshly-picked, moist leaves. Arrange them on a flat surface in-between cotton material and, using the end of a flat, wooden stick, children can tap the material. Gently peel the material apart and the colours should have stained the fabric and left a print behind.Sit and listen to springtime sounds. Provide children with paper and drawing materials and encourage them to draw freely, controlling the pencil to create different marks to represent all the sounds they can hear.Explore different spring animal movements outside while enjoying singing and performing these Spring Songs.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none">Challenge children to capture 'spring' through photographs, drawings and spring-themed treasure. Create a spring scrapbook and place it in your reading area for children to share and enjoy.Create 'fairy worlds' outside, providing them with little homes where the flowers are blossoming. Support children to create stories and extend their vocabulary. You could even leave little messages outside, written in the mud for the fairies to find as they emerge after winter.Practise writing letters using dandelion brushes, puddles and paintbrushes and wet chalk on a rainy day.	<ul style="list-style-type: none">Puddles are a perfect place to explore many mathematical concepts. For example, you can explore the shapes of puddles, count how many steps to the next puddle, find different-sized puddles and find out how wide they are using natural items to measure.Encourage children to watch the birds, take photos, identify and count them. Collate all of these observations to create a bird diary and discuss different ways to record the quantities, such as tallies and dots.Hang up rope between two trees and order numbers to create a number line. Collect spring-themed objects, such as leaves and flowers and peg them up to correspond to the value displayed on the cards.	<ul style="list-style-type: none">Tune children into the different signs of spring by spending time outdoors. For example, the ground is warming up and buds, shoots and blossom are emerging.Encourage children to explore using their senses, responding to the natural world. Provide them with opportunities to create bird nests using natural found materials, time searching in different places for bugs and developing a growing patch to plant and care for over time.Spend time observing the weather and sky in springtime. Lie back and watch what happens to the sky. What do you see and how does the sky change? Can they spot a rainbow?Provide a range of springtime flowers, including primroses and dandelions, for children to explore in the mud kitchen. What springtime potions can they create?	<ul style="list-style-type: none">Using colour paint charts, children can see what springtime colours they can find outdoors. You could add double-sided tape down one edge of the chart so that children can collect small samples of the nature colours they find.Create a rain catcher using different materials and objects. Children can monitor how much water falls during springtime showers. They could also think about how they can use the collected rainwater.Create a spring nature table and add magnifying glasses for children to explore and look carefully at the object's shapes, colours and lines. Children can explore creating representations to add to the table.



Spring 1: Land, Air, sea - Animals	
Literacy and Topic	Outdoor Provision and Role Play experiences
<p>Week 1:– Introduce new topic!</p> <ul style="list-style-type: none">• Hook Day – Children dress up as an animal• Introduce new topic – exploring animals from land air and sea.• What is a habitat?• What do all animals need to survive and does this changed depending on their habitat?	<p>Animal homes – bug hotels, hedgehog hide-away, bee hives</p> <p>Sorting hot and cold animals</p> <p>Explorer role play</p> <p>Use of bug equipment, binoculars, magnifying glasses</p> <p>Moving like animals</p> <p>Animal books</p>
<p>Week 2:– Farm Animals</p> <ul style="list-style-type: none">• Habitat• Food• Animals and their young• Facts• A day working at a farm/Animals for food• Enhanced playdough (herbs/spices) <p>Focus Book (NF): Farm by Penny Arlon and Tory Gordon Harris</p> 	<p>Farm shop role play</p> <p>Gardening – planting and/or harvesting vegetables</p> <p>Vegetables in soil, find them, clean them</p> <p>Milk a 'cow'</p> <p>Mud kitchen</p> <p>Construction - build a tractor</p> <p>Farm small world play</p> <p>Washing animals after they have been in the mud</p> 



Week 3: - Jungle Animals

- Habitat
- Food
- Animals and their young
- Facts
- Safari Role Play
- Animal Mask
- Rainforest musical instruments
- Globes and atlases, holiday brochures
- Compare jungles to our local environment



Focus Book (F): Rumble in the Jungle by Giles Andreae and David Wojtowycz

Jungle maps

Explorers role play

Use of bug equipment, binoculars, magnifying glasses

Make own binoculars using loo rolls

Jungle small world – use real plants and grass to hide in

Animal hunts



Week 4: Dinosaurs

- Dinosaur eggs
- What happened to the dinosaurs
- Different types
- Dinosaur labelling
- Volcanoes
- Small world

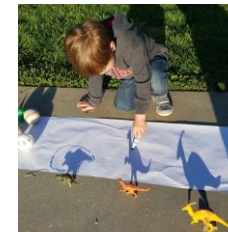
Dino excavation role play set up

Dinosaur shower curtain and small world play

Dinosaur hunts

Dinosaur footprint

Frozen eggs







Focus book: A variety of fiction and non-fiction books

Dino swaps



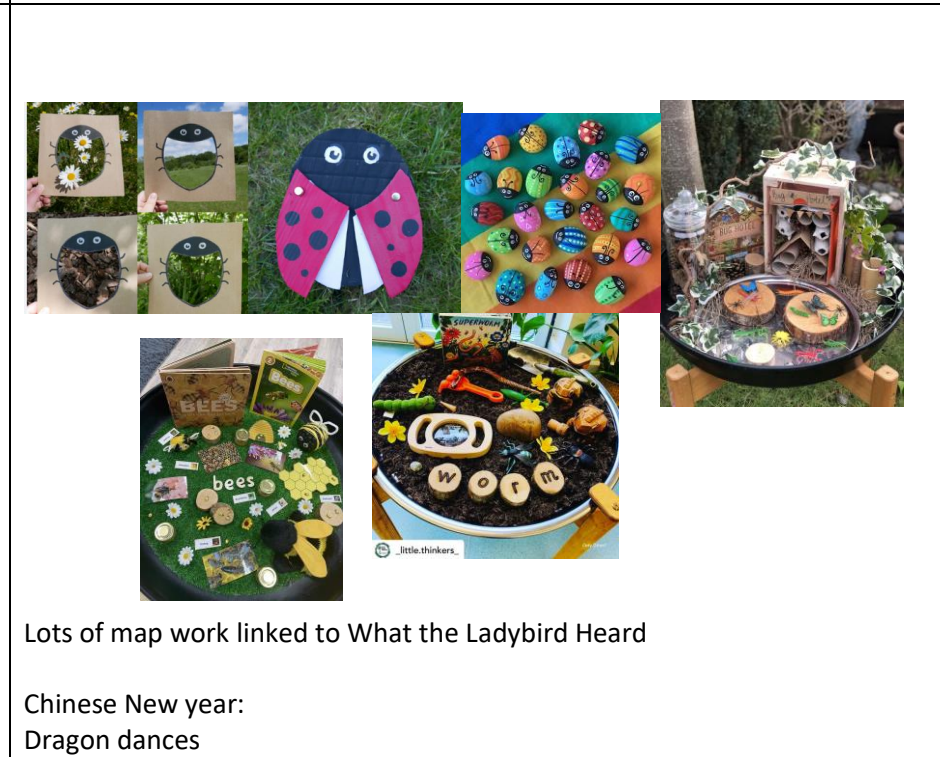
Week 5: Mini-beasts

- Non-fiction books
- Mini beast hunt- build/ upgrade the bug hotels in the FS areas – encourage children to write signs for them. (Laminate and display) Investigate how mini beasts live and what they need (UW-W)
- Minibeast hunt in the school groups – lists and drawing what they see.
- Investigate the lifecycle of the ladybird, observe the lifecycle happening and make own lifecycle which they can talk about and



recount – ladybird and paper plate (UW-W)

- Map making – own farmyard map (CL and EAD link)
- Thank you letters to the ladybird
- Wanted posters of Len and Hugh



Lots of map work linked to What the Ladybird Heard

Chinese New year:
Dragon dances



Book:

Continuous Provision
Chinese New year

Explore the story of The Great Race and act it out, different children for different animals.



PSED -Understanding other cultures and how others celebrate (cbeebies lets celebrate videos)

CL - Retelling the story using puppets and props
Chinese restaurant

PD: Create obstacle courses using different materials and challenged to represent the great race . Finger gym with pompoms and chop sticks.
Writing Chinese lettering using paint and earbuds (fine motor). Threading beads (repeating patterns)
Coin rubbing and money envelopes

Literacy

Curiosity cube and clip boards linked to Chinese new year
Key words in rice/ words with taught sounds to decode
Letter formation in red and gold glitter with paint brushes

Maths: Matching numbers and objects with chop sticks
Numicon and beads (gold and red), Take away pots and numbers, Numicon and pennies

UW- Exploring how other people celebrate – cbeebies lets celebrate videos about Chinese new year

Maps of the race

EAD: Lanterns
Paperchain dragons
Lolly stick dragons
Outdoor provision



Chinese music – musical instruments
Dragon making – large construction





Obstacle course
Large painting with red and gold
Dragon dancing and musical instruments

Week 6: Life Cycles (final week)

- What is a life cycle is?
- Explore different examples of a life cycle
- Focus on the life cycle of a butterfly to link with focus book.



Focus Book (F): The very hungry Caterpillar by Eric Carle

OR- Child initiated week







To do: Explore children's interest and individual targets/next steps. Go through 2simple and check for observations across all areas. Prepare the displays for next term.





Spring 2 - Holidays	
Literacy and Topic	Outdoor Provision and Role Play experiences
<p>Week 1: - Seaside Holidays</p> <ul style="list-style-type: none"> • Postcards • Beaches – Explore and manipulating sand • Group games • What might you find on a beach • Keeping the beach clean! – create a seaside scene with litter in. • EAD: Creating a seaside display linked to the story – sand art, junk modelling, bottle top boats, tube lighthouse etc • Exploring past and present • Looking at old and new seaside objects (sorting) • Magic Grandad clips <p>Focus book 'Lucy and Tom</p>	<ul style="list-style-type: none"> • Make a beach! Sand area and paddling pool, or if too cold – beach tuff tray • Ice cream role play • Sandcastle competition • Natural art using stones and shells • Addition/counting using shells and pebbles • Capacity – sand in buckets • Punch and Judy – puppet shows • Metal detectors • Litter picking 
<p>Week 2:– Sea Animals</p> <ul style="list-style-type: none"> • Habitat • Food • Animals and their young • Create facts booklets • Small world scenes  <p>Create egg carton turtles</p> <p>Focus Book (F): Commotion in the Ocean by Giles Andreae and David Wojtowyc</p>	



<p>Week 3: - Camping Holidays</p> <ul style="list-style-type: none"> • Building a camp site • Designing a camp site • Songs and stories • Animals you might see when camping • What do you need to go camping – writing lists • Why might you need a first aid kits when camping? <p>Focus Book: Maisy Goes Camping by Lucy Cousin</p>	<ul style="list-style-type: none"> • Making tents • Making dens • Build a camp site • Pretend fires and toasting marshmallows • Have hot chocolate and sit round in a circle to tell stories and sing camp fire songs • Forest School style session in the wooded area • Collect sticks and twigs for pretend fires • Leave trails to follow • Make maps • Camouflage
<p>Week 4: Looking after the environment</p> <ul style="list-style-type: none"> • Pollution • Recycling etc • Make recycling posters • Plastic and the harmful effects. <p>Focus Book: Somebody Swallowed Stanley + “We are extremely, very good recyclers” Lauren Child</p>	<ul style="list-style-type: none"> • Litter picking • Recycling/rubbish sort • Making recycled paper: HOW TO EASILY MAKE RECYCLED PAPER WITH PRESCHOOLERS you clever monkey • Create a recycled bottle water wall • Recycled art project linked to the garden (CD suncatcher/bottle cap art work) – could involve whole school?   
<p>Week 5: W/C: Transport</p> <ul style="list-style-type: none"> • Cars/trains/planes/boats etc • Road safety- week 7? • Transport for going on holiday/going to school etc. <p>Focus Book: Goodnight Digger by Michelle Robinson</p>	<ul style="list-style-type: none"> • Road safety using trikes/bikes and child made signs • Small world tracks in the garden • Car wash (big and small) • Making vehicles using large construction   



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Week 6: **Easter Celebrations**

- Why we celebrate Easter
- Egg Hunt
- Egg Patterns
- Cooking/decorating
- Easter cards for friends or family

Focus Book: The Easter Story (Usborne books)

- Easter egg hunts
- Drawing maps of where we found the eggs
- Egg rolling
- Looking for signs of spring
- Make an Easter garden
- Make bird nests (look at the book An Egg is Quiet)
- Go bird spotting – have a bird watch tick sheet and look at data gathered)
- Carrots in soil, clean them, hide for the Eater bunny



Summer Outdoor Learning Ideas



Reception

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> Provide children with an egg box with a descriptive word attached to the lid. Children search for items that match their word to place in their box. For example, when given the word 'smooth', they could find a stone, a waxy leaf or a blade of grass. Collect a range of summery items and display them on a sheet on the floor. For example, a beach ball, flower, frisbee, hat, bucket, leaf and an ice cream cone. Play a game where someone secretly chooses one of the items and the other children have to ask questions to work out which is the mystery item. Challenge the children to sit down, close their eyes and listen while holding a musical conductor's baton (using a stick). Every time a sound is heard, they can move their conductor's baton. To further tune into sounds, ask children to only conduct when they hear particular sounds. For example, the sounds of birds chirping or the leaves rustling. 	<ul style="list-style-type: none"> Create challenges where children need to work together to solve a problem. For example, how to move water from one area of the outside to the other with limited resources. You could take away the buckets so that children have to use their imagination to consider what could be used to transport water. Play a game where you invite children to share their favourite summer activity to others by miming it. Children then attempt to guess what they are doing. Explore the outdoor area and talk about where the children like to play. Encourage children to reflect and consider how they feel in different areas. Ask the children to think about what would make them enjoy playing and learning in different areas more. Challenge them to help you enhance these areas with different resources to enjoy. Support children to build relationships by working together to create large-scale art or model making projects outside. For example, use the large blocks to create different insects observed. Encourage children to consider how to keep safe and cool outside on a hot day. Provide materials, such as blocks, cones, large pieces of fabric and pegs, for children to make their own sheltered areas away from the sun. Can they work together to build their den, considering how to make their den unique? 	<ul style="list-style-type: none"> Develop strength using one-handed tools by providing a range of containers that spray water including plant sprays, syringes, basters and water shooters to spray water over different items. Remove the items to see the outline left. Can you guess which print matches which item? Set up a car, bike or window wash to wash large-wheeled toys or ride-ons. Draw attention to their wheels, windows and number plates. Use a range of washing tools including windscreen wiper rubber blades, cloths and sponges to develop movement and dexterity of the whole arm. In a sand tray, provide children with damp sand and selection of tools, such as bucket, spade, moulds and decorations (such as shells and flags). Children can use the tools to mould and manipulate the sand to create sand sculptures.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> Use this Summer Phonics Outdoor Treasure Hunt to support children with reading different captions in your outside area to explore summer treasures. Add merpeople islands outside by placing hoops on the ground with these Phoneme Cards placed inside. Call out a phoneme and children have to swim to the island as quickly as possible before the sharks catch them or crabs pinch their toes! Set up a summer nature observation chalkboard to encourage children to mark make. They can use pictures and words to record what they see during the day, record the weather, write what is growing and note down anything they picked in the garden. 	<ul style="list-style-type: none"> Add different water squirters, coloured water, chalk and different measuring tapes to your outside area. Children can challenge each other to see who can shoot the water the furthest and decide how they will record the measurements. Add fishing nets, numerals and pebbles to your water tray. Drop pebbles into a deep pool of water for children to count the sound. Find the corresponding numeral and fish it out using the nets provided. Use these Nature-Themed Repeating Patterns Posters as a stimulus for creating AAB, ABB, ABC and ABBC patterns. Try leaving out string and a hole punch for children to thread their own nature patterns onto string for others to continue. 	<ul style="list-style-type: none"> Collect leaves, flowers or petals from your outside space. Challenge the children to find where the natural item grows. Let children freeze different sized ice in cubes and other interesting shapes. Ask the children where to place their ice outside. Children can observe what happens to the ice when it's left directly in the sun, the shadows the shapes create and what happens to the ice over time. How can they monitor it and measure it? Explore shadows at different times of the day. Place toys in full sun so that they create shadows on the ground. Chalk around the items and then watch and compare throughout the day. 	<ul style="list-style-type: none"> Children can explore painting with frozen materials by freezing lolly sticks and ice cubes. Add paper or white fabric outside on the ground for children to paint and draw on. Create a rose perfume shop including other herbs, petals and flowers. Add perfume pots and a pestle and mortar for children to crush natural materials and create their own scents of summer. Collect a range of seasonal items on a nature walk including feathers, flowers, such as buddleia and marigolds, leaves, grass and seeds. Children create their own pictures using the natural items on a white piece of paper. Then explore pressing their arrangements to see how the flowers dry and the colours change.



Summer 1 - Fantasy

Literacy and Topic

Week 1: - Super Heroes

- Teacher turns up on first day dressed as a super hero and shares the story (or another adult!)
- Super Powers
- Focus on different super hero's
- What makes a super hero?
- Rewrite a story
- Masks, costumes, and props
- Make their own super hero
- **EAD:** Super hero hand prints and design



- **PD:** Cook a cape- pizza capes – triangle slice) with cheese and veggies on (link to healthy eating)

Focus Book (F): Super Potato!

Continuous Provision ideas

PSED- taught circle time

What can we do to resolve problems?

"The squirrel who squabbled"



<https://www.youtube.com/watch?v=EUxkmQKdTwQ>

CL- Super hero head quarters with dressing up, super hero


Outdoor Provision and Role Play experiences

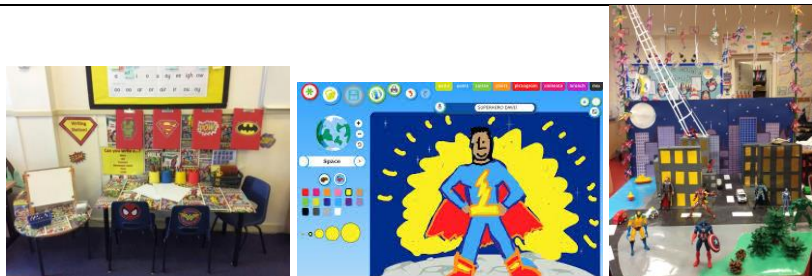
Outdoor provision- Super hero sight words and water squirters
Spider web tray – Numicon and numbers with water and glitter

Writing den – superhero themed
Draw with chalk outside and then photo shoots!
Role play/dressing up





<p>selection, phones, photos etc</p> <p><u>PD</u>- Tangles up superheroes – tied up in wool – untangle (</p> <p><u>Literacy</u>- ??</p> <p><u>Maths</u>: 11-20 number recognition with Numicon (padlocks and keys etc)</p> <p>Numicon city</p> <p>Measuring super heroes – exploring ways to measure, order and compare</p> <p>Numicon with peas and tweezers matching to numerals (double ... is, half of ... is)</p> <p><u>UW</u>- Typing words to describe how the super heroes move into speech bubbles.</p> <p><u>EAD</u>- Make a Supertato – googly eyes, materials etc</p> <p>Design a veggie</p> <p>Super hero masks</p>	
<p>Week 2: - Super Heroes</p> <ul style="list-style-type: none">• Write their own Super Hero stories• Masks, costumes and props• If they had a super power what would it be?• Descriptive writing.• Comic strip• Who is a real life superhero to you and why?• Comics in the reading area/home corner 	<p><u>Writing den – superhero themed</u></p> <p>Making capes (bin bags?)</p> <p>Helicopter stories – super hero themed</p> <p>Books and cushions</p> <p>Building cities with large construction</p>



Focus Book (F): Elliot – Midnight Superhero

Week 4: Pirates

- Adventure
- Maps
- Descriptive writing – what does your pirate look like?
- Design and create their own ships
- Story sequencing
- Reading and sorting the story into the correct order.
- Explore alternative endings to focus story.
- Activities linking to focus book
- Treasure maps – ELG
- Old and New/Past and Present
- Maths - sharing – treasure chests and coins
- Parrot art work
- Words on coins
- Magnets – magnetic objects
- Coin rubbings and coin recognition

- Lots of map work ELG
- Pirate role play
- Helicopter stories in the sand
- Messages in bottles – hang them outside
- Pirate ship – large scale constructions
- Metal detectors – sorting materials by properties ELG
- Floating and sinking ELG
- Lighthouses – new and old ELG
- Words on coins
- Magnets – magnetic objects
- Coin rubbings and coin recognition

Focus Book (F): Pirates love under pants/The Night Pirates





Week 5: **Magic! Magic!**

- What is Magic
- Magician visit school?
- Create magic recipes
- Potions/Experiments
- Letter potion, blending letters to make a word
- Science Experiments
- Exploring changes in materials/ cause and effect
- Liquid Layers
- Food colouring and oil/water
- **Focus Text: Winnie The Witch?**



- Potion making
- Story telling
- Magic wands – natural found objects and use as paintbrushes too
- Performances on stage

Extra option: **Run Away to the Circus**

- What might you find in a circus?
- Design your own circus show
- Explore bright colours
- Opportunities to try some circus ticks (physical activities outside)
- Circus come into visit children at school?

- Parachute games
- Make a circus tent
- Plate spinning
- Juggling
- Circus acts
- Tight rope walking



Learning Activity - Magic in the Woods

Magic Wands

Explain that we are going to be making magic and will need some **magic wands**.

Show an example of a wand and ask children to search for a stick that they could use. You may need to cut some sticks to length with secateurs. If decorating the ends then ask children to find some suitable leaves and tie these onto the ends. The wands will be used during the spell in **Stone Soup** and in the game **Witch/Wizard says**.



Game - Wizard/Witch Says

This is a simple adaptation of Simon Says. In this case it's the **Witch or Wizard who says** what to do and they have to wave their magic wand when they give the order. If the witch/wizard doesn't wave the magic wand then the children must remain still or they are out. Encourage children to expand the type of orders to things that can only be done outside like "hug a tree" or "put your fingers in some mud".

Where the Fairies Live

See overleaf for ideas on creating **fairy doors**.

Fairy Doors

Give children a fairy door, one each or in pairs. If they have made them in class beforehand then they may have their own. Talk about where fairies and elves might like to live and explore the trees and bushes to find places that the children can choose to place their fairy front doors.

Living with the Fairies

What do the fairies and elves need in their homes?

Something soft for a pillow – moss, seed fluff, feathers.

Something to drink from – acorn cups, nut shells,

A magic wand – small straight stick

Food – berries, nuts, fruit

A plate to eat from – a flat stone, a thick rubbery leaf, a piece of bark

A brush to clean with – a feather, a grass head.

Stone Soup

Introduce the Stone Soup story. There are lots of different versions of this story so choose one that you enjoy or use the version that *It's a Wonderful World* have adapted from Macmillan Young Learners so that it finishes with some magic (see overleaf). This activity also focuses on learning **how to approach a fire safely**.

There are two options. Read the story in its entirety and then make stone soup with the children. Or incorporate making the stone soup while reading the story (see overleaf).



Implementation Ideas

Fairy Treasure Hunt



Show the children an example tub of things they are going to search for. Then give them their own tub and let them look and find as many as they can.

Once the search is completed return to the fairy front doors and encourage the children to talk about what they have found and how the fairies and elves can use them.



The children can place the items behind or around the front doors ready for the fairies and elves to use once we have left.





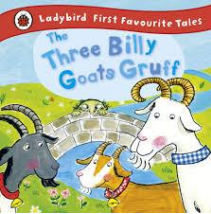




Summer 2 - Traditional tales	
Literacy and Topic	Outdoor Provision and Role Play experiences
<p>Week 1: Focus Text: The Gingerbread Man</p> <ul style="list-style-type: none">• Acting• Retelling the story• Teacher in Role• Writing stories• Story sequencing• Decorating gingerbread men• Baking• Instructions 	<p>Races Obstacle courses Bridges Water play Floating and sinking Making boats Using timers/stop watches</p>
<p>Week 2: Focus Text: Little Red Riding Hood</p> <ul style="list-style-type: none">• Acting• Retelling the story• Teacher in Role• Writing stories <p>Story sequencing Story art – create own wood picture</p> 	<p><u>Outdoor provision</u> - Den building Drawing with chalks, paints and water Bark rubbing Role play</p> <p>Creating a Trail In this activity the children have to create their own trail using materials in the woods to make arrows. You can demonstrate this on the way back along the rice trail, showing how to select twigs, sticks, plant stems etc. to form an arrow shape and asking them which way it should point. Back at the main activity area arrange the children into small groups with an adult for each group. The children can then explore and choose an end point in the woods, usually a tree, and mark it with a ribbon or chalk sign. Come back to the activity area and help the children create arrows to show how to get to their chosen tree.</p>
<p>Den building using different materials – exploring ways to join materials and how to adapt their dens to make them waterproof/warm.</p>	



<p style="text-align: center;"><u>Continuous provision</u></p> <p>PSED- What's the time Mr. Wolf game to be taught Grandma's footsteps I went to the shops and I brought (shopping list game)</p> <p>CL - Story forest in small world tray (see continuous provision card) Story prompts and retelling</p> <p>PD- Cutting and sticking , Pegging – making patterns Exploring movement and ways of travelling</p> <p>Literacy- Writing shopping lists for Grandma Different versions of traditional tales – story basket</p> <p>Maths- Scales and food items – filling grandmas basket – comparing weight</p> <p>UW - Stranger danger – keeping safe and people who we can go to. Drawing the wolf (2simple)</p> <p>EAD- Making flowers for Grandma (pipe cleaners and tissue paper) Nature art.</p>	
<p>Week 3: Focus Text: Jack and the Bean Stalk</p> <ul style="list-style-type: none"> • Acting • Retelling the story • Teacher in Role • Writing stories • Story sequencing • Addition with beans 	<p>Planting (runner beans in bags) Gardening Mud kitchen Observational drawings in the garden Story maps</p> 
<p>Week 4: Focus Text: Goldilocks and the Three Bears</p> <ul style="list-style-type: none"> • Acting • Retelling the story • Teacher in Role • Writing stories • Story sequencing • Porridge making 	<p>Mud kitchen – capacity Size ordering Construction – role play Bird feeders using honey Story maps Writing den set for letters to baby bear Washing – sorting by size, matching socks etc.</p> 



<ul style="list-style-type: none"> • Writing instructions • STEM in fairytales 	
<p>Week 5: Focus Text: Three Little pigs</p> <ul style="list-style-type: none"> • Acting • Retelling the story • Teacher in Role • Writing stories • Story sequencing • Using hairdryers to knock down simple structures (spaghetti and marshmallows etc.) 	<ul style="list-style-type: none"> • Making dens/houses • Story maps • construction site role play • Weaving •  
<p>Week 6: Focus Text: Billy goats gruff</p> <ul style="list-style-type: none"> • Acting • Retelling the story • Create an obstacle course in the hall/ outside area- children to explore ways to travel and move. Have hoof prints and troll foot prints around the hall/ outdoor space as a stimulus. Using story language to retell the story journey. • Teacher in Role • Writing stories • Monet – creating bridge scenes linking to famous artists   <p>•</p> <p>Story sequencing</p> <p style="text-align: center;"><u>Continuous Provision</u></p>	<ul style="list-style-type: none"> • Large construction • Making bridges • Chalk pictures on the playground recreating Monet's • Story telling • Fairytale small world <p><u>Outdoor provision</u> - Painting and hiding sensory story stones Build a fairy tale garden Bridges out of large materials – exploring ways to move and travel</p> 



PSED- Focus on kindness and making good choices
CL - Characters from different fairy tales and props – children to make their own fairy tale.
 Puppet play
PD- Creating bridges and exploring ways to travel over and under using large indoor equipment
 Paired bridge building
Literacy- Story sequencing and small world scene, Troll wanted poster
Maths- ??
UW- Making bridges using dough and test weight in water



EAD- Create a bridge collage
 Paper bag trolls
 Painting own trolls
 Make story stones of their favourite character from this half term
 3D bridges with animals

Week 7:

Focus Text: The Little Red Hen and Handa's Hen

- Acting
- Retelling the story
- Teacher in Role
- Writing stories
- Story sequencing
- Baking bread
- Tasting bread
- Making sandwiches
- Sorting new and old farming (ELG)

Mud kitchen

Retelling the story
 Bakery role play
 Handa's Surprise role play
 Using buckets and baskets to carry objects and transfer objects





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- | | |
|--|--|
| <ul style="list-style-type: none">• Story maps and maps of farms• Direct comparison with Handa's Hen story – Africa compared to UK.• Atlases and globes• Observational drawings of tropical fruit• Sorting animals | |
|--|--|