



# COLLABORATION: Design & build an obstacle course then show others how to use it.



Reception		Resources
First Term	<p>Children will stand, walk and run on tiptoe. They will go up and down stairs using one foot per step. They will balance and walk along a line. They will balance for a few seconds on one foot and be able to hop on their dominant foot. They will confidently climb on climbing frames and climb the tree. They will confidently use a balance bike.</p> <p>Children will use available resources to make an obstacle course then use it themselves.</p> <p>Children will hold a pencil with a tripod grip. They will draw shapes such as circles, oblongs and triangles. They will write some letters such as 'X' marks the spot. They will draw a simple map of the school.</p> <p>Children begin to work with a peer. They will play with other children beginning to talk about what they are doing.</p>	Climbing frame Climbing tree Floor ladder Balance bikes Stepping stones & River stones Planks Stilts Tyres Hoops Balance beam Netting Parachute Barrel Tunnel Large wooden blocks Cones Pencils, paper, chalks, phonic mat (caption kit)
Second Term	<p>Children will confidently use a balance bike to make sharp turns and avoid obstacles. They will use available resources to make an obstacle course and show others how to use it. They will stand on one foot for ten seconds.</p> <p>Children will be able to draw a story map including writing labels for it.</p>	As previous term + Sequencing cards of resources Word mat of resources
Third Term	<p>Children will begin to ride a two wheeled bike with pedals. They will hop 2-3 metres on each foot separately. They will construct elaborate models using construction kits.</p> <p>Children will plan and obstacle course, drawing and labelling it, building it and demonstrating to peers how to use it.</p>	As previous term + Netting Play panels Big 'Lego' bricks Duplo Pedal bike



## COLLABORATION:

**Make up a collaborative story with peers & act it out using props they have made themselves.**



Reception		Resources
First Term	<p>Children will have an understanding of fact and fiction but may still get confused. They will enjoy telling stories about their own experiences. They will be able repeat rhymes and sing songs making few mistakes. Children will talk frequently and ask questions, understanding the answers. Children will engage in small world play adding narrative. They will engage in role play, beginning to take on a role with a small group of children.</p> <p>Children will hold a pencil with a tripod grip and copy some letters with correct formation. They will hold scissors correctly and cut out a simple shape with some accuracy. They will join materials using split pins and paper clips.</p>	<p>Non-fiction and fiction books small world resources dressing up role play resources, variety of mark making resources- pencils, pens, paper, caption kits, clipboards split pins paper clips scissors</p>
Second Term	<p>Children write some letters or words spontaneously for a story. They will consistently write letters with correct formation.</p> <p>Children will like to be with other children and enjoy interacting with them. They will act out puppet shows and scenes from stories and the television. They will sing familiar songs without mistakes. They will tell short stories with a friend.</p> <p>Children will make models using construction kits or junk to use in their play. They will use scissors to cut out more complex shapes and will choose different ways to join when making models with junk.</p>	<p>Joining materials phonic mats example of adult writing around puppets construction kits junk modelling</p>
Third Term	<p>Children will take on a role in their play with friends and use phrases and voices suitable for their role. They will use small world to tell more elaborate stories with friends.</p> <p>Children will use scissors to cut more intricate shapes such as zig-zags for teeth. They will plan what they are making and then adapt their model as necessary as they are making it.</p> <p>Children will know the difference between fact and fiction. They will act out stories with a group of their peers. They will use story beginnings such as 'Once upon a time' or 'One day' to start their story. They will be able to say what the setting is and who the characters are in familiar stories and in their own stories.</p>	<p>Use more intricate shapes key words and phrase display</p>



## NURTURE: Teach younger children how to care for an animal.



Reception	Resources	
<p>First Term</p>	<p>Children will name a variety of animals, including pets, farm animals and zoo animals as well as some minibeasts. They will use books to find out about them and be able to describe them. They will visit the school ducks and dog and talk about what they look like and what they need to live. They will name some animal young and play games matching the young to their mother.</p> <p>Children will help feed the Reception fish understanding about taking turns. They will be able to talk about what is right and wrong when looking after animals.</p> <p>Children will listen to stories and information books about different animals. They will be able to say which animals they like. They will play the Simple City game on the Interactive Whiteboard- putting animals on the farm, in the zoo and at the vets. They will say rhymes about animals making few mistakes.</p>	<p>Small world animals pictures of animals animal books (fiction and non-fiction) animal matching games school dog, ducks and chickens fish IWB- Simple City role play-looking after a pet word mats (animals) caption kit collection of nursery rhymes (animal)</p>
<p>Second Term</p>	<p>Children will express preferences about their favourite animals, giving reasons but will understand that others may think and feel differently. They will show sensitivity towards others and towards animals. They will be able to name a variety of living things and know what all living things do. Children will be able to sort things into living and not living and sort animals by simple characteristics.</p> <p>Children will tell stories about their own experiences with animals. They will be able to tell others how to look after animals and demonstrate this in the role play vets or pet shop.</p>	<p>videos of staff pets children to post photo on Tapestry of their/relatives' pets school dog, ducks and chickens fish animal pictures (mum and baby), role play resources role play-vets/pet shop</p>
<p>Third Term</p>	<p>Children will instinctively help other children and animals when they are distressed. They will act out stories with friends around animal experiences. They will have definite likes and dislikes with regards to animals.</p> <p>Children will begin to problem solve when building homes for animals such as a bug hotel.</p> <p>They will be interested in reading and writing and gaining information about a chosen animal. They will consistently recite information about animals using own interests.</p>	<p>Animal stories natural materials for bug hotel caption kits writing materials</p>



## NURTURE: Growing vegetables to make soup.



Reception		Resources
First Term	<p>Children will name a variety of fruit and vegetables. They will taste a variety of foods and express their likes and dislikes. They will share and takes turns with peers eg at the snack table or when planting seeds. They will ask how and why questions about growing, planting and cooking.</p> <p>Children will tell stories about their gardening and growing experiences.</p> <p>Children will explore different size containers in water play and begin to say which one holds the most.</p>	<p>Fruit and vegetable seeds soil pots, containers (different size) planting/gardening equipment adult modelling</p>
Second Term	<p>Children will talk about past present and future of what happens to different vegetables. They will talk about the seasons and how this affects growing plants. Children will listen to stories about growing such as Jack and the beanstalk and know the difference between fact and fiction.</p> <p>In the role play and the Muddy Kitchen children will play elaborate role play games, acting out home experience of cooking with friends. They will write lists of ingredients they want to use. They will be confident in using mathematical vocabulary to describe the size of containers and talk about their different uses.</p> <p>Children will understand hygiene and know they need to wash their hands before touching food. They will make porridge to eat and say if they like it or not.</p> <p>Children will use their counting to skills to count the correct number of items or spoonfuls needed (up to 20). Children will sort items and objects by colour, shape, size and food categories.</p>	<p>Fiction and non-fiction books role play cooking writing- mark making materials different size containers variety of items to order role play resources hand washing equipment number resources i.e. number lines porridge, milk, microwave, syrup, spoons, bowls</p>
Third Term	<p>Children will chop vegetables safely. They will measure ingredients by counting, using a measuring jug or using simple scales. They will read and follow a simple recipe. They will use a spoon to scoop soup and a knife to spread butter on bread.</p> <p>Children will share likes and dislikes of food, and understand and use key vocabulary about textures, tastes, cooking equipment. They will taste different soup and vegetables and share and listen to others' opinions.</p> <p>They will take turns in conversation as well as with using different equipment.</p> <p>Children will be independent with hand washing, simple cutting, and putting on aprons.</p> <p>They will use their writing skills to write a recipe to share at home.</p>	<p>Vegetables Bread butter safe knives cutlery measuring resources-scales, spoons, cups word mats different soups to taste soup recipes aprons</p>