

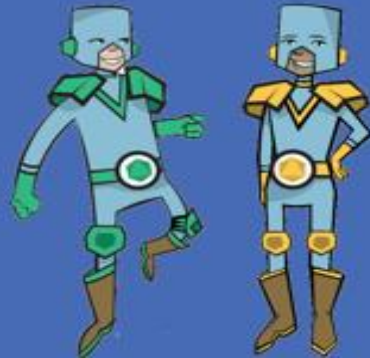
FS1 Summer 1 Curriculum

Into the Woods



Commitment

We are brave,
enthusiastic
and
motivated.



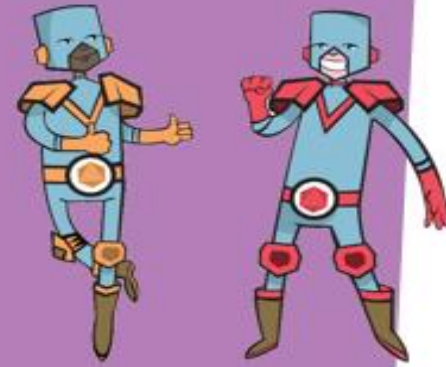
Aspiration

We are
encouraging,
ambitious and
proud.



Nurture

We feel happy,
safe and
welcome.



Topic Overview

In this topic, children will use their **senses in hands on exploration** focusing around the environment of the woods and animals which live there. They will talk about what they see using a **wider vocabulary** and use this in their play. They will **begin to understand the need to respect and care for the natural environment and all living things.**



Possible Enhancements and Activities

Take children to explore different environments within the school grounds. Ask the children to observe what they can see, hear and feel. Use this as an opportunity to draw and write what they have observed.

Create opportunities to bare foot walk on different materials. Support the children in describing and comparing the different materials they have felt. Model explaining which material you liked walking through, extending your ideas using 'because'.

Provide opportunities to name and describe real minibeasts and minibeasts from pictures. If possible, care for and look after minibeasts in the setting for example, making a wormery or a bug hotel.

Using the 'Secret Path' as a stimulus, provide opportunities for children to create gardens in the environment and draw maps of the gardens they have created. Use this as an opportunity to label objects beginning to write initial sounds and letters of importance to them.

Provide opportunities to mark make in different natural resources. Use the story of 'We're going on a Bear Hunt' to provide stories to their mark making e.g. swishy swashy - drawing lines through the malleable material.

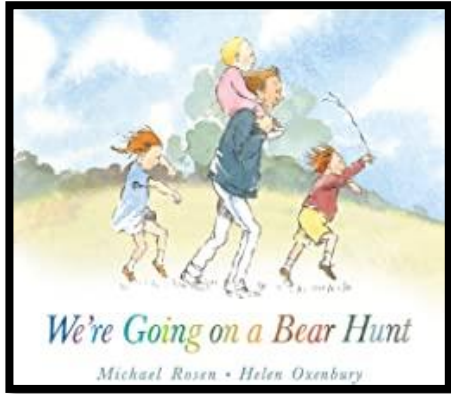
Describe the characters from the different stories using key phrases from them 'What big eyes you have!'. Encourage the children to use these key phrases throughout their play, imitating these phrases when describing other characters.

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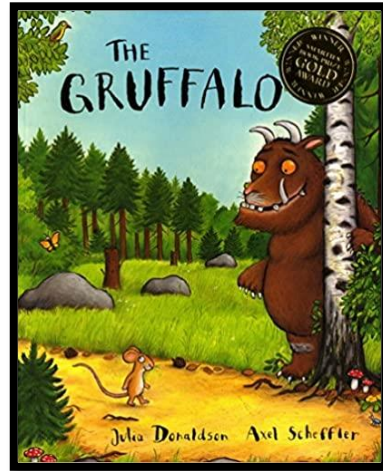
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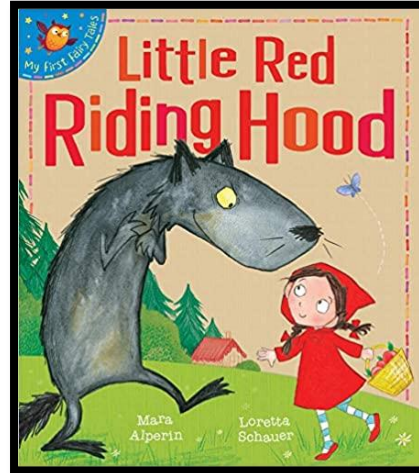
Book Hooks



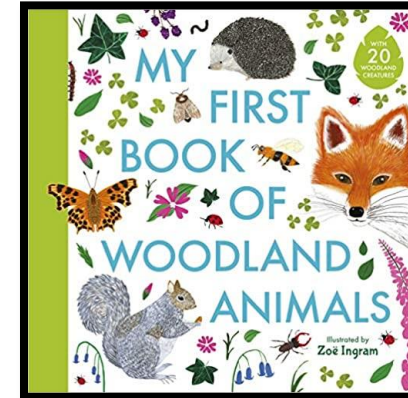
To provide children with a journey story with repetition of key phrases that the children can remember and rehearse.



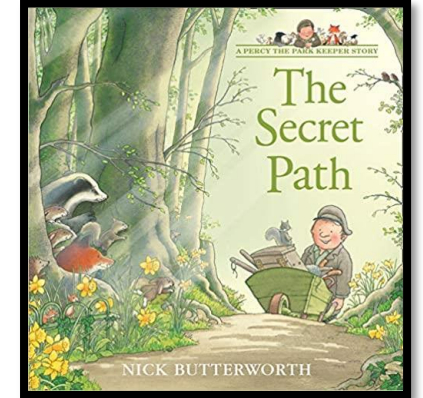
To provide children with a journey story that has a clear rhyming pattern that children can use to remember and recall key words and phrases.



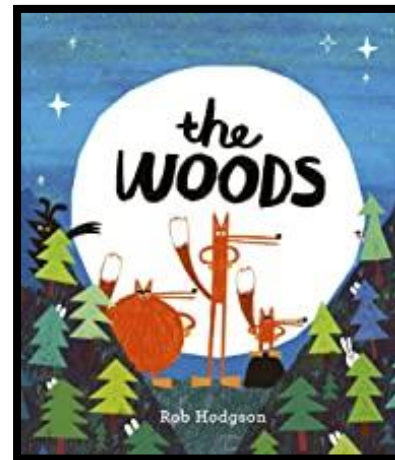
To provide children with a story with a clear problem that needs resolving establishing the three parts to a story.



To provide children with a non-fiction book to explore the characters linked to the stories.



To provide the children with a story with a setting familiar to them.



To provide children with a story that links their learning of animals and their habitats.

Curriculum Links – Prime Areas

	3 and 4 year olds will be learning to:	Examples of how to support this:
C & L	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Know many rhymes, be able to talk about familiar books and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 	<ul style="list-style-type: none"> • Offer children at least a daily story time as well as sharing books throughout the session. • Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts, but are not used every day by many young children. Suggestion: use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from ‘The Gruffalo’ include: ‘stroll’, ‘roasted’, ‘knobbly’, ‘wart’ and ‘feast’. • Outdoor play themed around ‘We’re Going a Bear Hunt’ might lead to the children creating their own ‘hunts’ and inventing their own rhymes. • Children may use ungrammatical forms like ‘I swimmmed’. Instead of correcting them, recast what the child said. For example: “How lovely that you swam in the sea on holiday”.
PSED	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Begin to understand how others might be feeling. 	<ul style="list-style-type: none"> • Give children appropriate tasks to carry out. Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack. • Children with high levels of negative emotion need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them. • Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learning ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly ‘act out’ their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well. • Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children’s pretend play: “I wonder how the mouse felt when the animals wanted to eat them?”.
PD	<ul style="list-style-type: none"> • Go up steps and stairs, or climb up apparatus, using alternate feet and skip, hop, stand on one leg. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use a comfortable grip with good control when holding pens and pencils. • Be increasingly independent as they get dressed and undressed. 	<ul style="list-style-type: none"> • Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to ‘cross the mid-line’ of their bodies. When they draw a single line from left to right, say, they don’t need to pass the paintbrush from one hand to another or have to move their whole body along. • Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own. • Provide a range of fine motor opportunities. Have an understanding of children who need additional support to develop their core strength and priorities these in the outdoor environment,

Curriculum Links – Specific Areas

	3 and 4 year olds will be learning to:	Examples of how to support this:
L	<ul style="list-style-type: none"> Spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. 	<ul style="list-style-type: none"> Help children tune into the different sounds in English by making changes to rhymes and songs, like: changing a word so that there is still a rhyme. Deliberately miss out a word in a rhyme, so the children have to fill it in: “Run, run, as fast as you can, you can’t catch me I’m the gingerbread —.” Use magnet letters to spell a word ending like ‘at’. Encourage children to put other letters in front to create rhyming words like ‘hat’ Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Children also need to know the language of direction (‘up’, ‘down’, ‘round’, ‘back’ etc). Motivate children to write by providing opportunities in a wide range of ways.
M	<ul style="list-style-type: none"> Show ‘finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ 	<ul style="list-style-type: none"> Use small numbers to manage the learning environment. Suggestions: have a pot labelled ‘5 pencils’ or a crate for ‘3 trucks’. Draw children’s attention to these throughout the session and especially at tidy-up time: “How many pencils should be in this pot?” or “How many have we got?” etc. Use spatial words in play, including ‘in’, ‘on’, ‘under’, ‘up’, ‘down’, ‘besides’ and ‘between’. Suggestion: “Let’s put the snake under the log and the owl above the path.” Take children out to shops or the park: recall the route and the order of things seen on the way. Set up obstacle courses, interesting pathways and hiding places for children to play with freely. When appropriate, ask children to describe their route and give directions to each other.
UTW	<ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary. Explore collections of materials with similar and/or different properties. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> Provide interesting natural environments for children to explore freely outdoors. Make collections of natural materials to investigate and talk about. Suggestions: - contrasting pieces of bark- different types of leaves and seeds- different types of rocks- different shells and pebbles from the beach Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app. Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: “I wonder if...?” Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.
EAAD	<ul style="list-style-type: none"> Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc and make imaginative and complex ‘small worlds’. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. 	<ul style="list-style-type: none"> Help children to develop their drawing and model-making. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings. Encourage children to draw from their imagination and observation. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. Talk to children about the differences between colours. Help them to explore and refine their colour-mixing – for example: “How does blue become green?” Provide opportunities for children to use nature to make colours e.g. mud, grass, flower and use nature to make natural pictures.

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Knowledge Organiser

*Key Vocabulary

History	Geography	Art	D.T	Music	Science	PSHE	R.E
<ul style="list-style-type: none"> • Order events from their forest school experiences. Use vocabulary such as a long time ago, before..., first, next then to discuss these events. (Create a scrap book of forest school experiences across the year to develop their understanding of how the 'Jungle' has changed over the year. • Use the words similar and different to discuss the changes that they have noticed around them. 	<ul style="list-style-type: none"> • Woods and forests have lots of trees that animals like to live in. • Know that we need to protect woodlands by not dropping litter. Dropping litter can injure wild animals. 	<ul style="list-style-type: none"> • Natural resources can be used for colour (petals, mud, grass etc.) • Create pictures expressing their own idea using natural resources that have identifiable features. 	<ul style="list-style-type: none"> • Natural resources can be used to build habitats such as log pile houses, underground burrows, bug hotels etc. • Build habitats for different animals in the environment using a range of natural resources. 	<ul style="list-style-type: none"> • Natural resources can be used to make music (sticks, rocks etc.) • Use instruments such as maracas, tambourines, guiro (scraper) to make noises matched to these identified in stories. 	<ul style="list-style-type: none"> • Animals such as foxes, mice, owls, badgers, hedgehogs, rabbits and squirrels live in the woods. • Know where different animals live: <ul style="list-style-type: none"> - Foxes: burrows - Rabbits: burrows - Hedgehogs: log/leaf pile - Owls: trees • Know that animals such as rabbits can be kept as a pet and some animals are wild. 	<ul style="list-style-type: none"> • Talk about different feelings and how these relate to the stories (scared, brave, worried). Share experiences of these feelings and what the children did to change their feelings. 	
<p>PSHE and R.E - Specific links to the curriculum should be taught alongside the schools scheme of learning (Jigsaw, Derby City Syllabus)</p>							

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