



Whose Footsteps?

Literacy

Super Tato – describe your own potato character. **Farm trip** – write about what you did at the farm. **Oliver's Vegetables** – what are your favourite vegetables? **Who's in the shed?** – describe an animal hiding behind the shed door. **Superworm** – what will your worm become? **Oliver's Fruit Salad** – write instructions on how to make a fruit salad. **Dear Zoo** – Describe a zoo animal. **Meerkat Mail** – writing a postcard **The Camel who had the hump.**

Personal, Social and Emotional Development

Understanding responsibility in caring for the environment, plants and animals.
Relationships, friendships, my body and respecting myself.

RE & Celebrations

What can we learn from stories? – morals
Special Places – homes around the world & places of worship.
Christianity, Islam, Hinduism, Sikhism, Judaism. Trip to our local church.

Physical Development

Climbing Frame – jump off and lands appropriately, travel with confidence and skill around, under, over and through. Begin to manage risk. Ball skills, Sports Day activities & races. Begin to ride a bike with pedals.
Cutting fruit and vegetables – using tools such as blunt knives and scissors safely and with increasing control.
Understanding the need for exercise, healthy eating, **Crocodile Smile** - oral care and hygiene

Expressive Arts & Design

Make a potato character, make a pattern using animal footprints, make an animal collage using different animal print patterns, make a fruit salad, observational chalk drawing of fruit. Focus artist Giuseppe Arcimboldo (fruit).
Make clay animals and paper folding snake. Sew a book mark as a gift.

Understanding the World

Learning how plants grow, where food comes from, comparing and noticing differences (fruit and vegetables), understanding what happens on a farm, life cycles (chickens, ladybirds, frogs and butterflies), types of worms and why they are important, habitats & animals from around the world (including minibeasts). How people live in other parts of the world. Look at a map of our local area and follow the public footpaths to the church. Explore the desert landscape, make observations, compare, discuss and share ideas and knowledge. Understanding the role of Kings and Queens.

Communication & language

Responds to & follows a sequence of instructions (making a fruit salad & soup), follow and create stories, listen and respond to ideas, uses to talk to organise, sequence and clarify thinking.

Numeracy

Exploring patterns, adding more, taking away, counting to 20 & beyond, recognising & ordering numbers to 20, ten and a few more (teen numbers), doubling, halving, sharing, odds and evens, length, height, weight and capacity.