



Year Nursery/Reception medium term plan

'What happens when we win?' Summer term 2022

Cramlington Village Primary School

'Wow' moment	Project summary What are you going to explore?	Classroom environment What roleplay/ learning area will you create?	Key questions to answer throughout the project	Final project outcome
<p style="text-align: center;">Launch</p> <p>Circus performers visit school followed by a circus skills workshop. We will be discussing resilience, never giving up and trying something new.</p> <p style="text-align: center;"><i>You can accomplish anything Never stop dreaming Never give up</i></p>	<p style="text-align: center;">What happens when we win? Why should you never give up? What are your dreams? Can we win?</p>	<p>Tuff trays linked the circus theme. To introduce winning - winning at something you are good at, making your own decision from your dreams - never stop believing. New vocab. Costumes. Curiosity cube ...? Greatest showman singing and dancing.</p>	<p style="text-align: center;">Summer 1 Winning</p> <p>What happens when we win? What happens when we loose? How can we win? Can we make choices? Are we always right? What happens when we are wrong? What are your dreams?</p> <p style="text-align: center;">Jubilee</p> <p>Who is the queen? Where does she live? Do you know anything about the queen/ royal family? When can we have parties? Why do we have celebrations?</p> <p style="text-align: center;">Summer 2</p> <p>What is a world record? What are you good at? What is a skill? Can you talk about a skill? Can you share a skill? Can you perform your talent?</p>	<p style="text-align: center;">Legacy</p> <p>Elders and EYFS record making and sharing skills.</p>

YN/R Planning Summer 1

	Week 1: 25.04.2022	Week 2: 02.05.2022	Week 3: 09.05.2022	Week 4: 16.05.2022	Week 5:	Week 6:
<p>Maths</p> <p>NCETM and Whiterose Maths programmes Learning objectives for Reception.</p> <p>Oracy STEM sentences: It is...(big) It is ...(shape name)...because... It is the same/ different... It's the same number... We both have.... There is one more..../one less... I have more...because... Altogether I have.... ...is heavier than... ...is lighter than....</p>	<p><u>YN</u></p> <p>Lets go on a seasonal walk. (see PhysD)</p> <p>Can I describe a familiar route? Discuss routes and locations, using words like 'in front of, behind.</p> <p>Can I describe a route to my friend getting from one side of the classroom / yard to the other? Mode together in a large group</p> <p><u>YR REC:</u> Deep understanding of numbers to 10. Recognising numbers to 10. Exploring composition of numbers to 10.</p> <p>Once children have a good sense of what 10 is, they will be able to practise the next vital skill of exchanging, first with real objects and eventually in the abstract sense of written numbers. They will enjoy playing games where small numbers are generated, for example by throwing a die, then whatever apparatus you are using, e.g. cubes or pennies are collected and exchanged for a stick/rod or 10 pence piece.</p>	<p><u>YN</u></p> <p>Lets go on a bear hunt / Billy goats gruff (see PhysD) Can I understand the position through words alone? "the bag is under the table" with no pointing.</p> <p>Going on a bear hunt using the outdoor area, under, over, through.</p> <p><u>YR REC:</u> Deep understanding of numbers to 10. Ordering numbers to 10.</p> <p>Exploring composition of numbers to 10.</p> <p>Once children have a good sense of what 10 is, they will be able to practise the next vital skill of exchanging, first with real objects and eventually in the abstract sense of written numbers. They will enjoy playing games where small numbers are generated, for example by throwing a die, then whatever apparatus you are using, e.g. cubes or pennies are collected and exchanged for a stick/rod or 10 pence piece.</p>	<p><u>YN</u></p> <p>Can I talk about 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language? 'Sides', 'corners', 'straight', 'flat' 'round'</p> <p>-Making models out of shapes (Can the children select shapes appropriately and describe the properties in continuous provision and can they talk about 2D and 3D shapes when on routes.</p> <p><u>YR REC:</u> Number bonds to 5: Explore number bonds to 5, encouraging instant recall of number bonds.</p> <p>0 + 5 = 5 1 + 4 = 5 2 + 3 = 5 3 + 2 = 5 4 + 1 = 5 5 + 0 = 5</p> <p>Having this knowledge stored in the long term memory, allows children to work through addition and subtraction with more fluidity, and confidence with their Maths when learning other concepts.</p> <p>Children begin to understand that numbers can be made of smaller numbers including zero.</p>	<p>Queens Jubilee:</p> <p><u>YN</u></p> <p>Can I talk about and identify the patterns around me? Explore the classroom environment...can we spot any patterns (rugs, hats, wallpaper)</p> <p>Can we attempt to create our own pattern using a range of different objects and colours? Repeated patterns ABAB</p> <p>Flags & patterns - parties</p> <p><u>YR REC:</u> <u>Number bonds to 10</u></p> <p>Number bonds to 10: Explore number bonds to 10: Using a number line to support counting forwards and backwards.</p> <p>0+10=10 1+9=10 2+8=10 3+7=10 4+6=10 5+5=10</p> <p>A number bond is a pair of numbers that always add together to make another, larger, number.</p>		

<p>English</p> <p><u>Texts</u> The greatest Showman. Wizard of Oz - Rosie Dickins Mabel and the Mountain - Kim Hillyard The Tortoise and the Hare</p> <p><u>Jubilee Books</u> Queens handbag The Queens hat This is London</p> <p><u>Sentence stems</u> I like... I don't like... One day... Next... In the end... I think...because</p>	<p><u>YN</u></p> <p>The Greatest Showman related book</p> <p>Focus - Background knowledge of book, Author, cover, key questioning to link to concepts of print. Stem sentences T4W internalising text</p> <p>Introduce vocab of brave, adventure, trail, dreams</p> <p><u>YR REC::</u> The greatest showman.</p> <p>Focus - Background knowledge of story, questioning to link to concepts of story. Stem sentences Introduce vocab of brave, adventure, trail, dreams.</p>	<p><u>YN</u></p> <p>The Greatest showman related book</p> <p>T4W Link to maths - Talk about the sequence of events in stories.</p> <p><u>YR REC:</u></p> <p>The greatest showman.</p> <p>Focus - Background knowledge of story, questioning to link to concepts of story. Stem sentences Introduce vocab of brave, adventure, trail, dreams.</p> <p>Can we create our own Greatest Showman poster review. Recalling key concepts of the story.</p>	<p><u>YN</u></p> <p>Mabel and the Mountain - Kim Hillyard</p> <p><u>Focus</u> - extended conversations about stories, learning new vocabulary, recognise words with the same initial sounds,</p> <p><u>YR REC:</u></p> <p>Wizard of Oz - Rosie Dickins</p> <p>Exploring the moral of the story and key extended conversations about stories, learning new vocabulary and meaning.</p> <p>Create a story map of the story,</p>	<p>Queens Jubilee:</p> <p><u>YN</u> Queens handbag The Queens hat This is London</p> <p>focus - extended conversations, vocab, rhymes, T4W, london number bus, taxi number, self portrait with with marks for name to use at party - place setting.</p> <p><u>YR REC::</u> The Queen's Handbag: Explore the new text. Exploring key vocabulary. Introduction</p> <p>To design a handbag for the queen.</p> <p>Can you write sentences in a letter to the queen explaining your creation to the queen.</p> <p>Create invitations for the jubilee party on Friday.</p>			
<p>Expressive Arts and Design</p> <p><u>Sentence stems</u> It looks the same because... It is the same because... It is different because... This is... and that is... It looks like... I like this because... I made this..... I did this..... I've done this... I think that...</p>	<p><u>YN</u></p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p><u>YR</u></p> <p>Exploring shapes with clown faces. Create a circus clown using different shapes.</p>	<p><u>YN</u></p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Nursery rhymes -</p> <p><u>YR REC::</u> Nursery rhymes in circle time. Join in and sing traditional nursery rhymes.</p>	<p><u>YN</u></p> <p>Create closed shapes with lines and use them to represent objects,</p> <p><u>YR REC::</u></p> <p>Circus lions with paper plates and tissue. Cutting and attaching skill development.</p>	<p><u>YN</u></p> <p>Play instruments with increasing control to express their feelings and ideas - Create music for Jubilee party</p> <p>Create artwork for party -</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Sing songs & rhymes for party - Jubilee theme</p> <p><u>YR REC::</u> Children to discuss shapes/colours they see on the union jack and replicate, using paints, to create their own flag.</p>			
<p>Music</p> <p><u>Sentence stems</u> It sounds the same because... It is the same because... It is different because... This is... and that is... It sounds like... I like this because... I did this..... I've done this... I think that...</p>	<p><u>YN</u> - Use their voice in different ways such as speaking, singing and chanting, circle time activities</p> <p><u>YR REC:</u> Traditional nursery rhymes - circle time.</p>	<p><u>YN</u> - listen with increased attention to sounds, express feelings about what they have heard (linking to book topic)</p> <p><u>YR REC::</u> Traditional nursery rhymes - circle time</p>	<p><u>YN</u> - Perform simple rhythms, poems, rhymes and songs by copying - wizard of Oz songs</p> <p><u>YR REC::</u> Learn songs from the wizard of oz. -Follow the yellow brick road</p>	<p><u>YN</u> - Play instruments with increasing control to express their feelings and ideas - Create music for Jubilee party</p> <p><u>YR REC::</u> Learn songs from the wizard of oz. - Follow the yellow brick road</p>			
<p>Personal, Social and Emotional Development</p>	<p><u>YN</u> Bother and Best - conflicts</p> <p><u>YR REC::</u> Bother and Best: Resolving conflicts and discussing making the right choices. Can we manage our own</p>	<p><u>YN</u> Risky Business: Follow rules circle activity - I can talk about what is bothering me. I can talk about how I could do things differently next time.</p>	<p><u>YN</u> Develop their sense of responsibility and membership of a community.</p> <p><u>YR REC::</u>Look at comparing the features of different countries</p>	<p><u>YN</u> Develop their sense of responsibility and membership of a community.</p> <p><u>YR REC::</u>Look at comparing different religious beliefs.</p>			

	conflicts and identify what is bothering us and what we could do about it.	I can Begin to solve my own problems. <u>YR REC:</u> :Risky Business: I can risk assess my own classroom environment. Producing write risk assessments.	and culture	Including Chrisitanty, Muslim, Hindu			
Physical Development Gymnastics and Dance Sentence stems Self assessment I liked... I think... I did this... Yes, because... No, because... I rolled. <i>You did a fantastic teddy bear roll.</i> Peer assessment X was good beacuse... I liked X because... They were good. <i>Yes, they did a balance and a tuck jump.</i>	<u>YN</u> Can I describe a familiar route? Discuss routes and locations, using words like 'in front of, behind' Can I describe a route to my friend getting from one side of the classroom / yard to the other? Mode together in a large group <u>YR REC:</u> Dance: Working together to move energetically demonstrating strength, balance and coordination. Creating a sequence of movements that a put together to create a dance.	<u>YN</u> Dance <u>YR REC:</u> Dance: Working together to move energetically demonstrating strength, balance and coordination. Creating a sequence of movements that are put together to create a dance.	<u>YN</u> - Dance <u>YR REC:</u> Creating an obstacle course: Using Beams, mats and apparatus. Exploring and considering different heights and challenges. Can we manoeuvre safely and take risks to challenge our physical development? (gross motor skills)	<u>YN</u> Use large muscle movements to wave flags and streamers paint and make marks. <u>YR REC:</u> Creating an obstacle course: Using Beams, mats and apparatus. Exploring and considering different heights and challenges. Can we manoeuvre safely and take risks to challenge our physical development? (gross motor skills)			
Understanding the World	<u>YN</u> Begin to make sense of their own life story and family's history - homelink activity <u>YR REC:</u> sims/differences USA kansas past to present. Compare images. 'I think...because'	<u>YN</u> Begin to understand the need to respect and care for the natural environment and all living things - visit to pigs / chicks and homelink activity <u>YR REC:</u> sims/differences USA kansas present to our present. Compare images. 'I think...because'	<u>YN</u> Developing positive attitudes about the differences between people <u>YR REC:</u> Our environment. Ariel images of our school and Maps. Outdoor observations. Describe immediate environment based on observations.	<u>YN</u> Show interest in different occupations Developing positive attitudes about the differences between people <u>YR REC:</u> Jubilee week			
Forest school Sentence stems I think/don't think this because.. It feels the same/different because.. It is not the same because.. It has changed because.. I like this because.. I've got the taller/shorter one I think.. will happen First, I., next, I., At the end ... happened This is.... And that is.... I did this../ I made this.. I think it is ... because...	<u>YR REC:</u> Nature badge: I can recognise and collect signs of Summer. We will be looking at fire safety in our fire circle. Learning how to stay safe, the respect position and how to enter, exit and manoeuvre around the fire circle.	<u>YR REC:</u> Nature badge: I can create a palette of colours with natural materials We will be looking at fire safety in our fire circle. Learning how to stay safe, the respect position and how to enter, exit and manoeuvre around the fire circle.	<u>YR REC:</u> Nature badge: I can care for something in my environment. We will be looking at fire safety in our fire circle. Learning how to stay safe, the respect position and how to enter, exit and manoeuvre around the fire circle.	<u>YR REC:</u> Revisit activities and discuss so children can recall what they have done over the last 3 weeks. Assessment week We will be looking at fire safety in our fire circle. Learning how to stay safe, the respect position and how to enter, exit and manoeuvre around the fire circle.			

YN/R Planning Summer 2

	Week 1 06.06.2022	Week 2 13.06.2022	Week 3 20.06.2022	Week 4 27.06.2022	Week 5 04.07.2022	Week 6 11.07.2022	Week 7 & 8 18.07.2022 25.07.2022
<p>Maths</p> <p>NCETM and Whiterose Matgs ogrammes Learning objectives for Reception.</p> <p>Oracy STEM sentences: It is...(big) It is ...(shape name)...because... It is the same/ different... It's the same number... We both have.... There is one more..../one less... I have more...because... Altogether I have.... ...is heavier than... ...is lighter than...</p>	<p><u>YN</u> Talk about patterns of events of getting ready for school, MY MORNING (in pictures) (Links to PSED)"Every morning we...</p> <p><u>YR REC::</u> Subatising to 5: Show small quantities in familiar patterns (for example, dice) and random arrangements. Play games which involve quickly revealing and hiding numbers of objects. Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system. Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check. Encourage children to show a number of fingers 'all at once', without counting.</p>	<p><u>YN</u> Healthy eating kebabs Talk about patterns of events in cooking - 'First', 'then', 'after', 'before'. (Links to PSED)</p> <p><u>YR REC:</u> Counting beyond 10. Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure, for instance when playing hide and seek, or to time children getting ready. Provide images such as number tracks, calendars and hundred squares indoors and out, including painted on the ground, so children become familiar with two-digit numbers and can start to spot patterns within them.</p>	<p><u>YN</u> Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.</p> <p><u>YR REC:</u> Comparing numbers and quantities: Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same. Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Encourage children to use these words as well. Distribute items evenly, for example: "Put 3 in each bag," or give the same number of pieces of fruit to each child. Make deliberate mistakes to provoke discussion. Tell a story about a character distributing snacks unfairly and invite children to make sure everyone has the same.</p>	<p><u>YN</u> Compare quantities using language: 'more than', 'fewer than'.</p> <p><u>YR REC:</u>Show small quantities in familiar patterns (for example, dice) and random arrangements. Play games which involve quickly revealing and hiding numbers of objects. Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system. Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check. Encourage children to show a number of fingers 'all at once', without counting.</p>	<p><u>YN</u> Revisit 2d 3d shapes then combine shapes to make new ones - an arch, a bigger triangle (OUTDOOR LEARNING ACTIVITY with sticks, blocks)</p> <p><u>YR REC::</u> Composition of numbers to 10: Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images. Model conceptual subitising: "Well, there are three here and three here, so there must be six." Emphasise the parts within the whole: "There were 8 eggs in the incubator. Two have hatched and 6 have not yet hatched." Plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don't?</p>	<p><u>YN</u> Patterns - Engage children in following and inventing movement and music patterns, such as clap, clap, stamp - PhysD</p> <p><u>YR REC:</u> Shape and pattern: Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>	
<p>English</p> <p>Texts Little people Big dreams - Rosa Parks, Martin Luther King, Sir Captain Moore...</p> <p>The Dot If you take a pencil Guinness book of records</p>	<p><u>YN The Dot</u> T4W</p> <p><u>YR REC</u> T4W: The Dot: Introduction to the text. Exploring the morals behind the story. What do you think the story means? Can we create a story map?</p>	<p><u>YN</u> Little people big dreams Discuss people & communities, extend vocab, write their name. Who am I activity - elders</p> <p><u>YR REC:</u> T4W: The Dot: Can we create actions to retell our story? The Dot, can we innovate our story and rewrite it?</p>	<p><u>YN</u> If you take a pencil - Mark making - Some letters</p> <p><u>YR REC:</u> Explore Grandpa's poem: Can we explore what a poem is? What do you think the meaning behind the poem is?</p>	<p><u>YN</u> If you take a pencil - Name writing for elders - Portrait</p> <p><u>YR REC:</u> Explore Grandpa's poem: Can we create actions to retell our poem.</p>	<p><u>YN</u> Guinness book of records for kids We are looking at what is a world record? How are they recorded? Who has a world record?</p> <p>Letter & mark making in classroom areas</p> <p><u>YR REC:</u> Guinness book of records for kids. We are looking at what is a world record?, how are they recorded?, who has a world record?</p>		
<p>Expressive Arts and Design</p>	<p><u>YN The dot Art activities</u> stickers water bottle activity, art work with name printing - PhysD</p> <p><u>YR REC:</u> The dot art and mobiles</p>	<p><u>YN</u>-creating summertime artwork</p> <p><u>YR REC:</u> Can we explore the use of colour mixing as we create a variety of pictures looking ad gradient and vibrance.</p>	<p><u>YN</u>- if you take a pencil activities</p> <p><u>YR REC:</u> Guinness world record art work:</p>	<p><u>YN</u>- if you take a pencil activities</p> <p><u>YR REC:</u> Guinness world record art work:</p>	<p><u>YN</u> outdoor creative art activity - homelink or school based</p> <p><u>YR REC:</u> Summer time is creative fun. Large scale art work using a variety of media, tools and techniques.</p>	<p><u>YN</u>- Guinness book of record activities</p> <p><u>YR REC:</u> Summer time is creative fun. Large scale art work using a variety of media, tools and techniques.</p>	
<p>Music</p>	<p><u>YN</u>- circle time songs hello _____ how are you?</p> <p><u>YR REC:</u> Music through the</p>	<p><u>YN</u> circle time songs</p> <p><u>YR REC:</u> Music through the ages: Visit different styles of</p>	<p><u>YN</u> exploring what they hear using a range of vocab</p> <p><u>YR REC:</u> Music through the ages: Visit different styles of</p>	<p><u>YN</u> scribble wiggle activity -</p> <p><u>YR REC:</u> Guinness world records: What</p>	<p><u>YN</u> creating music with natural materials</p> <p><u>YR REC:</u></p>	<p><u>YN</u>- movement dancing - Phys D</p> <p><u>YR REC:</u></p>	

	ages: Visit different styles of music that have become successful.	music that have become successful.	music that have become successful.	music can we explore and recreate using our musical instruments that appears in the Guinness world records.	Guinness world records: What music can we explore and recreate using our musical instruments that appears in the Guinness world records.	Guinness world records: What music can we explore and recreate using our musical instruments that appears in the Guinness world records.
Personal, Social and Emotional Development	<u>YN</u> - sharing my work with my friends and saying nice comments and explaining why we like our friends work <u>YR REC:</u> Resolving conflicts using Bother and Best including discussing feelings and understanding our actions.	<u>YN</u> - healthy eating choices activity (Fruit Kebab) <u>YR REC:</u> Questioning friends and listening to our friends views and opinions. Explaining our own knowledge and understanding. Showing sensitivity to others feelings.	<u>YN</u> - become more outgoing with unfamiliar people (Preparation for elders visit) <u>YR REC:</u> Keeping ourselves safe using Hazard Harry and Safety Sue. Using behaviour and learning ladder to promote positive behaviour Reinforcing rules and boundaries.	<u>YN</u> Understanding the importance of brushing teeth on my health <u>YR REC:</u> Resolving conflicts using Bother and Best including discussing feelings and understanding our actions.	<u>YN</u> - homelink activity supporting self care <u>YR REC:</u> Keeping ourselves safe using Hazard Harry and Safety Sue. Using behaviour and learning ladder to promote positive behaviour Reinforcing rules and boundaries.	<u>YN</u> - become more outgoing with unfamiliar people <u>YR REC:</u> Discussing what we are good at by describing selves in positive terms. Taking part in new activities. Group speaking - talking in small groups about things we are interested in. Sharing and asking questions of our friends. Sharing views and asking appropriate questions of others. Talking about our own personal experiences.
Physical Development Athletics, Sports and Games	<u>YN</u> Let's complete an obstacle course (see Maths) Can I describe a route to my friend getting from one side of the classroom / yard to the other? Mode together in a large group PhysD decide whether to crawl, walk or run across planks. <u>YR REC:</u> Look at and discuss healthy diets- using The Very Hungry Caterpillar to support. Shows and understanding of being healthy and having good hygiene.	<u>YN</u> Obstacle course Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <u>YR REC:</u> What happens when we exercise? Showing an awareness of the effects exercise has on the body.	<u>YN</u> Fine Motor Skills activities linking to tools and equipment <u>YR REC:</u> Anticlockwise circles and letter formation. Fine motor and cutting skills. Holding a pencil correctly to form recognisable letters.	<u>YN</u> - Dough disco, Scribble while you wiggle <u>YR REC:</u> Creating habitats for minibeasts. Construction- working with others designing and making a range of different models, homes and creations. Experiment in moving in different ways trying to be different bug (slither like a slug, creep like a spider).	<u>YN</u> Team games / activities <u>YR REC:</u> Looking at and tasting different healthy food - from the hungry caterpillar story, try a different one each day.	<u>YN</u> Patterns - Engage children in following and inventing movement and music patterns, such as clap, clap, stamp - Maths link <u>YR REC:</u> Using and handling a range of different tools to make changes to materials.
Understanding the World	<u>YN</u> Little people big dreams Teams meeting with the grange <u>YR REC:</u> Little people big dreams Teams meeting with the grange	<u>YN</u> Little people big dreams Activity of who am I to share with The Grange and vice versa <u>YR REC:</u> Little people big dreams Activity of who am I to share with The Grange and vice versa	<u>YN</u> - exploring what they see using a range of vocab - curiosity cube activity <u>YR REC:</u> Looking at the World around us. Caring for plants and living things. Looking at different minibeasts and discussing the similarities and differences.	<u>YN</u> - exploring materials <u>YR REC:</u> Looking at the World around us. Caring for plants and living things. Looking at different minibeasts and discussing the similarities and differences.	<u>YN</u> - exploring materials <u>YR REC:</u> Explore the concepts of floating and sinking. Exploring ice- different ways to melt.	<u>YN</u> - visit to The Grange charity <u>YR REC:</u> Looking at different countries children have visited: food, drink, flag, weather, schools. Understanding and respecting differences.
Forest school Sentence stems I think/don't think this because.. It feels the same/different because.. It is not the same because.. It has changed because.. I like this because.. I've got the taller/shorter one I think.. will happen First, I., next, I., At the end ... happened	<u>YR REC:</u> I can watch an animal turn from a baby into an adult (tadpoles) - ongoing I can identify 5 bugs. I can find and collect bugs from our forest school area. I can help to feed and clean our pigs.	<u>YR REC:</u> I can watch an animal turn from a baby into an adult (tadpoles) - ongoing I can make a home or a toy for an animal. I can talk about how you take care of animals.	<u>YR REC:</u> I can watch an animal turn from a baby into an adult (tadpoles) - ongoing I can help to feed and clean our pigs. I can give our pigs a bath. I can feed and clean our chickens	<u>YR REC:</u> I can watch an animal turn from a baby into an adult (tadpoles) - ongoing I can observe how to enter and exit the fire circle correctly. I can follow directions from an adult. I can listen to a story around the fire circle with my friends. I can sing a song with my	<u>YR REC:</u> I can watch an animal turn from a baby into an adult (tadpoles) - ongoing Outdoor cooking I can collect wild fruits/ flowers or herbs for other groups that can be used for cooking. I can use scissors to cook fresh herbs.	<u>YR REC:</u> I can watch an animal turn from a baby into an adult (tadpoles) - ongoing Outdoor cooking I can recognise some familiar ingredients eg fruits I can taste and describe using simple words eg sweet, crunchy Under supervision, I can use

<p>This is... And that is... I did this./ I made this.. I think it is ... because...</p>	<p>I can give our pigs a bath. I can feed and clean our chickens</p>			<p>friends around the fire circle.</p>	<p>I can collect the eggs from the chicken coop.</p>	<p>the bridge method to cut soft foods. I know what is a fruit and what is a vegetable.</p>	
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