

## Parents and carers

Please send in any books or resources you may have to support this topic. Thank you.

# Bird

## EYFS

### 1 week



## Question? What is my class bird called?

### Overview

The children will learn about their class bird. They will find out where they live and what they like to eat.

### Engagement

Children will listen to their class bird singing. They will use twigs/sticks to make a bird's nest.

### Key Vocabulary

Name of birds- puffins, robins, sparrows, woodpeckers.  
Nest, egg, sing, beak, wing, fly, feathers

## Curriculum Spotlight

### Communication and Language

To answer to their name during the register. To listen to others.

### Physical Development

To put their coat on independently. To explore new spaces safely

### PSED

To interact and begin to develop friendships. To help to devise their class rules. To understand how it feels to belong and that we are similar and different

### Literacy

To begin to recognise own name and the name of others. To learn how to hold a book correctly

### Maths

Counting sets of objects and seeing how far we can count. Looking at what shapes the children know

### Understanding the World

To be able to name the different parts of a bird.

To learn facts about their class bird. To learn what different technology there is in our school and understand the computing charter

To learn where their classroom is and how to get there from different entrances

### Expressive Art & Design

Investigate mark making materials and paint class bird. Play 'Pat Pat Clap' to learn each other's names.

## Parents and carers

Please send in any books or resources you may have to support this topic. Thank you.

# Magical Me

EYFS

3 weeks



## Question? What makes me special?

### Overview

This topic encourages children to explore who they are. They will explore how they are unique and how they belong to a new school community. They will explore how they have changed from when they were a baby.

### Engagement

The children will have a tour of the school and be introduced to all the staff. The children will bring in baby photographs to share with the class and we will all play guess who.

### Key Vocabulary

Areas in the indoor and outdoor learning areas  
Areas of the school-toilets, hall, library, other class names  
Structure of the day-play

## Curriculum Spotlight

### Communication and Language

Circle time activities talk about themselves. Home corner and role play.

### Physical Development

Playing in the outdoor area. Cutting skills. Move with confidence in a variety of ways. Show awareness of space in relation to self and others. Introduce the dough disco.

### PSED

Learning school/class rules and routines. Getting to know our classroom. Talk about themselves. Play alongside others, take turns and share. Begin to recognise and manage their feelings. To understand why it is good to be kind and use gentle hands.

### Literacy

Books- It's ok to be different and The Great Big Book of Families and Peace At Last. Write our name. Labelling members of their family. Introduce how to use e-books through Active Learn. To tell a story from a picture book. Fill in the missing word or phrase in a known story e.g. 'We're Going on a Bear Hunt.' Begin to recognise letter sounds.

### Maths

Chanting numbers in order up to 10 and 20. Matching number of items to the correct numeral. Count accurately using one to one correspondence. Copy and create a pattern. Count along a number track.

### Understanding the World

To know different places in school. Use Google maps to find our school. Learn that we are special and find out where they belong. Learning about our 5 senses. Talking about how humans change from a baby into an adult. Learn how to use an iPad safely.

### Expressive Art & Design

Draw and paint a self-portrait. Role play activities in home corner. Learning songs about meeting new people.

# How! Wow!

EYFS

2 weeks

## Parents and carers

Please send in any books or resources you may have to support this topic. Thank you.



## Question? What do you think will happen when...?

### Overview

In this topic the children will carry out several science investigations. They will make predictions about what they think will happen and attempt to explain results.

### Engagement

The children will be given the opportunity to take part in several science investigations. We will read the big book 'Magnets' and explore materials that are magnetic.

### Key Vocabulary

investigation, prediction, test, change, questions- why? how? etc.

## Curriculum Spotlight

### Communication and Language

Talk about why they think something will happen. Express an opinion about stories they have listened to. Ask questions and make predictions.

### Physical Development

To throw a beanbag under arm at a target. To continue to develop cutting skills. Continue to develop fine motor skills. To show increasing control when rolling, throwing and catching.

### PSED

To start to understand children's rights and that this means we should all be allowed to learn and play. Begin to understand what being responsible means. Identify something that they are good at and understand everyone is good at different things.

### Literacy

Stories- Little Rabbit Foo Foo and The Leaf Man. Continue to develop knowledge of letter sounds by learning simple actions and letter formation. Learn to play simple language games to support their learning of letter sounds. Hear and say the initial sounds in some words. Play word games and puzzles to support learning.

### Maths

Learn the days of the week and begin to order them. Use language related to time. Introduce the language of position. Introduce addition and subtraction. Find number pairs to 5 and then to 6. Begin to recognise that adding and subtracting are inverse calculations.

### Understanding the World

Ask questions about why things happen. Watch and take part in a variety of scientific experiments. Use an iPad to take a picture. Learn how playdoh was invented. Learn that we are special and where they belong.

### Expressive Art & Design

Explore what happens when they mix colours. Observe the effects of using oil and water. Explore class music box and practise musical skills.

## Parents and carers

Please send in any books or resources you may have to support this topic. Thank you.



# Traditional Tales/Rhyme



EYFS

2 weeks



## Question? What is a traditional tale?

### Overview

This topic will introduce children to the traditional tales of 'The Three Billy Goats Gruff,' 'The Three Little Pigs' and 'Goldilocks and the Three Bears.' We will also focus on rhyming words.

### Engagement

Children will look at different materials used to make homes. The children will learn the names of different houses and go for a walk in the local environment to identify different types of homes. The children will arrive in class to find one of the pigs is missing- who has taken him?

### Key Vocabulary

Range of materials- wood, metal, brick, plastic, glass etc. Different types of homes- detached, semi-detached, terrace, flat, bungalow.

## Curriculum Spotlight

### Communication and Language

Role play- make character masks to act out the stories. Talk about the different characters in the story.

### Physical Development

Develop pencil control and a comfortable grip. To run in different directions and at different speeds.

### PSED

Understand being different makes us all special.

Understand we are all different but the same in some ways.

### Literacy

Books- The Three Billy Goats Gruff, The Three Little Pigs and Goldilocks and the Three Bears. Begin to use knowledge of sounds to decode simple words such as hat, pin and dog. Give meanings to marks they make as they draw, write or paint. Link sounds to letters and attempt to write simple words. Write lists and wanted posters.

### Maths

Children will explore length, height and capacity. Begin to chant numbers to 100. Learn to write numbers to 10.

### Understanding the World

Learning about materials used to make homes. Learning the names of different types of homes. Going for a walk to identify different types of homes. Learn what times are special and why. Learn how to log in and out of an app on an iPad. Compare old and new bears and how animations have changed over time.

### Expressive Art & Design

Role play the stories. Learn the three little pigs rap. Sing song 'When Goldilocks went to the house of the Bears.' Make houses using various materials and go on a colour hunt. Design and make a 'wolf proof' house.

# Toys and Games

EFYS

2 weeks

## Parents and carers

Please send in any books or resources you may have to support this topic. Thank you.



## Question? What toys did your parents play with?

### Overview

This topic will introduce children to different toys and games. It will help children to understand that some of the toys and games they have are different to what their parents and grandparents played with.

### Engagement

Have a range of old toys in the classroom. Who do we think would have played with these toys? Children can bring their favourite toy in to share with the class.

### Key Vocabulary

toys, old, new, games, play, moving, past, modern.

## Curriculum Spotlight

### Communication and Language

Share their favourite toy with the class. Discuss what toys their parents played with.

### Physical Development

To kick a ball with control. Develop scissor skills.

### PSED

Discuss why they think their home is special.

Understand how to be kind to a friend.

### Literacy

Stories-The Billy Goat Gruff and Bears in the Night children to retell the stories. Use fact books to find information about old toys. Develop name writing. Play word building games. Write captions and descriptions of actions.

### Maths

Recognise simple 2d shapes. Learn about months of the year and seasons. Recognise that different coins have different values.

### Understanding the World

Look at toys in the past and compare with modern day toys. Discuss how children in different countries may play different/similar games to them. Discuss how homes are different around the world. Learn what times are special and why. Explore moving toys and discuss why they move. Learn how to make a KUBO robot move.

### Expressive Art & Design

Observational drawing of their favourite toy. Make a paper plate kite. Learn the song 'Jack in the box.' Learn that colours can be mixed together to create a new colour.

### Parents and carers

Please send in any books or resources you may have to support this topic. Thank you.

# Celebrations

EFYS

3 weeks



## Question? What is a celebration?

### Overview

This topic will introduce children to different celebrations celebrated across different religions.

### Engagement

Have a range of mystery objects, light and oil lamp, prayer mat, Quran etc ask children to think about what we might be looking at.

### Key Vocabulary

Christmas, Hanukkah, Diwali Mecca, Ramadan, festival, prayer mat, Quran, Christian, Rama and Sita

## Curriculum Spotlight

### Communication and Language

Discuss what religious festivals they celebrate. Act out the story of Rama and Sita and the Christmas story.

### Physical Development

To learn a simple dance routine and perform in the Christmas Show. To be able to change into their Christmas Costume with minimal support.

### PSED

Understand that if they persevere, they can tackle challenges. Understand they if they don't give up, they can achieve a goal.

### Literacy

Begin to understand sentence structure such as capital letters and full stops. Write Christmas cards to friends and family. Write a Christmas list. Learn the story of Rama and Sita and the Christmas story.

### Maths

Recap counting sets, addition and subtraction. Shape and number recognition. Exploring length by making paper chains.

### Understanding the World

Locate Bethlehem and Nazareth on a map. Learn about British Christmas tradition of the Queen's speech on Christmas day. To learn that different countries have different Christmas traditions. To learn that different faiths have different celebrations. Practise logging in and out of Purple Mash using their username and password.

### Expressive Art & Design

Make a Rangoli pattern. Learn the Rama and Sita song 'There was a Princess Long Ago.'

## Parents and carers

Please send in any books or resources you may have to support this topic. Thank you.

# Families

EYFS

2 weeks



## Question? Who is in my family?

### Overview

This topic encourages children to discuss their families and themselves. The children will learn about the royal family and Queen Elizabeth II. They will also understand that all families are different.

### Engagement

Children will bring in their family albums to share with the class.

### Key Vocabulary

Families, different, brother, sister, mum, dad, grandparents, auntie, uncle etc.  
Queen. Elizabeth II.  
Joseph's coat- colours.  
history, family tree.

## Curriculum Spotlight

### Communication and Language

Share family album with the class. Role play story of Joseph's coat. Use small world dolls and house.

### Physical Development

To explore ways of travelling. To carry mats safely.

### PSED

Begin to set a goal and work towards it. Use kind words to encourage people.

### Literacy

Developing writing of captions, labels and simple sentences. Label a picture of their family. Stories: Tell Me A Dragon and The Race Across the River.

### Maths

Compare and order numbers to 20. Understand that teen numbers are 10 plus some more. Explore and identify some patterns including lines of symmetry. Recognise and identify odd and even numbers.

### Understanding the World

Discuss how all families are different. Learn what is special about our world. Learn about families in different parts of the world. Look at family history. Learn about the royal family. Learn about the life of Queen Elizabeth II. Label the different parts of a computer.

### Expressive Art & Design

Draw a picture of their family and make a frame to display it in. Design a coat for Joseph. Learn the Technicolor dream coat song. Make a crown for the Queen.

## Parents and carers

Please send in any books or resources you may have to support this topic. Thank you.

# Our Wonderful World



EYFS

2 weeks



## Question? What countries have you visited?

### Overview

In this topic the children explore our world. They will learn that our earth is made of land and water and look at the physical features. The children learn about the importance of reduce, reuse and recycle.

### Engagement

Look at Oddizzi and find the physical features in our world e.g. Mountains, rivers, volcanoes and waterfalls.

### Key Vocabulary

World, Earth, Planet, country, holiday, physical features, reduce, reuse, recycle, pollution.

## Curriculum Spotlight

### Communication and Language

Discuss the countries that they have visited.

### Physical Development

To perform a simple movement pattern. Practise the correct formation of letters.

### PSED

Understand the link between what they learn now and the job they might like to do when they are older  
Understand how they feel when they achieve a goal and know what it means to feel proud.

### Literacy

Books: Handa's Surprise and Little kids first big book about Space. Write words to describe fruit and vegetables. Writing lists and captions.

### Maths

Learn pairs of numbers that make 10. Begin to use language relating to number sentences e.g. add, equals. Use objects to double numbers and introduce halving. Develop understanding of how time is measured e.g. seconds, minutes. Recognise 3d shapes.

### Understanding the World

Name some of the physical features of our world. Discuss that there are other planets. Discuss the importance of recycling. Discuss pollution. Learn what is special about our world and how humans can look after it. To learn how to use a computer mouse.

### Expressive Art & Design

Investigate and describe different textures. Make a collage picture using recycled materials. Listen to the song 'What a wonderful world.' Design and make a rubbish collector.



### Parents and carers

Please send in any books or resources you may have to support this topic. Thank you.



# Food Glorious Food

**EYFS**

**2 weeks**

## Question? What is your favourite food?

### Overview

This topic will introduce children to a range of foods. They will learn how to describe and prepare foods and will develop an understanding of basic food hygiene, healthy eating and where food comes from.

### Engagement

The children will be given the opportunities to explore and taste a range of foods and will be involved in practical cookery sessions. They will also look at food packaging to find where food comes from and be involved in trying to find information about the farmer.

### Key Vocabulary

Range of foods: descriptive words relating to colours; textures; smells; tastes; cut, slice, chop, peel, mash, tap, water, soap, germs, healthy, favourite, cold, hot, frozen, cooked, raw, packaging, tin, box, farmer, supermarket.

## Curriculum Spotlight

### Communication and Language

Talk about foods they like/dislike; listen to and retell stories; role play activities.

### Physical Development

Chopping, peeling, mashing food; cut and sticking fruit; good hygiene-washing hands and preparing food; perform a simple movement pattern, explore travelling along benches

### PSED

Prepare and share soup; personal and food hygiene; talk about food likes/dislikes; understand they need exercise to keep their body healthy

### Literacy

Books- The Giant Jam Sandwich, Oliver's Vegetables; Write lists and labels, name; words to describe fruit and vegetables. Writing simple recipe instructions.

### Maths

Explore lengths, heights and weights, learning to compare each of these; learn to measure using non-standard units e.g. footprint, handprint; use balance scales to compare weight of objects

### Understanding the World

Learning about where food comes from; making soup; changing states-food. Recognising the Fairtrade logo and understanding what it means Learn what a pictogram is and make a class grid. Learn what is special about our world.

### Expressive Art & Design

Investigate fruit printing and create a face in the style of Arcimboldo. Learn the songs 'Food Glorious Food' and '5 Currant Buns.'

### Parents and carers

Please send in any books or resources you may have to support this topic. Thank you.

# Helping Others

**EYFS**

**2 weeks**



## Question? Who can help me?

### Overview

In this topic the children learn about all the different people who can help them. They learn about different job roles. They will learn about what a charity is and how they can help people.

### Engagement

Range of dressing up clothes out. Discuss who wears what uniform. Mobile phones practise phoning 999. Visit from fire fighters/police.

### Key Vocabulary

999, emergency, phone, Different jobs-police, fire fighter, paramedic, dentist, doctor, nurse etc ambulance, fire engine, police car.

## Curriculum Spotlight

### Communication and Language

Learn how to make a call to the emergency services using 999. Discuss people who help us.

### Physical Development

To use apparatus safely. To travel with confidence and skill around, under, over and through equipment.

### PSED

Know which foods are healthy and not so healthy and can make healthy eating choices. Know how to help themselves go to sleep and understand why sleep is good for them.

### Literacy

To write about a person who helps them. Encourage children to write independently about the topic. Segment the sounds in simple words and blend them together.

### Maths

Understand that teen numbers are ten plus some more. Begin to make a sensible estimate and identify the larger and smaller of two numbers. Compare and order coins according to value.

### Understanding the World

Children will learn about people who help us. They will learn about different job roles e.g. police, doctor, fire fighter. They will learn how to call 999. They will look at the history of medical care. Learn which people are special and why. Use a map to find the school and to make a map of their journey to school.

### Expressive Art & Design

Making stop signs using paper plates. Use large boxes to make different emergency vehicles. Collage large templates of people who help us. Learn the song 'Think of others' and learn how to keep a steady beat.

## Parents and carers

Please send in any books or resources you may have to support this topic. Thank you.

# Animal Magic

EYFS

2 weeks



**Question? What pets do I have?**

**What animals do I know?**

### Overview

The children will learn about domestic animals, farm animals and zoo animals. They will identify them and describe them.

### Engagement

Paw print left in the classroom, who do they belong to? Search for clues to discover the animal that's been hiding in class. This will be followed up with a trip to the farm in Summer term.

### Key Vocabulary

Name of animals including baby animals. Habitat  
Describing words for animals- stripes, spots, patterned, furry, soft, hard etc Pet, farm, zoo

## Curriculum Spotlight

### Communication and Language

Discuss pets, describe animals, make animal masks to use in role play.

### Physical Development

To travel with confidence and skill around, under, over and through equipment. Continue to develop correct letter formation.

### PSED

Caring for pets and animals. Know what a stranger is and how to stay safe if a stranger approaches them. Understand how to wash their hands thoroughly and understand why this is important especially before they eat and after they go to the toilet.

### Literacy

Book- Dear Zoo. Use familiar stories as a start for creating own books. Write simple facts about animals. Retelling and acting out stories. Segment the sounds in simple words and blend them together.

### Maths

Begin to recognise o'clock times. Learn bonds of numbers to 5, 6, 7, 8 and 10. Introduce the subtraction sign.

### Understanding the World

Names of baby animals, habitats, what do animals need? Learn which people are special and why. Learn that different animals live in different parts of the world. Learn how to use control toys independently.

### Expressive Art & Design

Animal printing and Tinga Art. Playdoh animals. Animal Boogie song/dance. Learn song 'Please Mr Noah.'

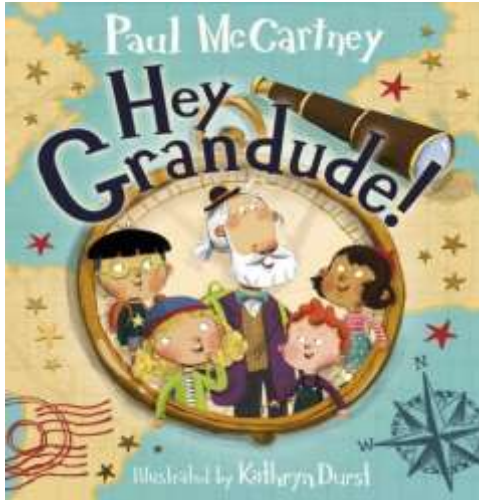
# Hey Grandude!

EYFS

2 weeks

## Parents and carers

Please send in any books or resources you may have to support this topic. Thank you.



## Question? Who is Paul McCartney?

### Overview

In this topic the children learn about Paul McCartney. They will use his book to explore points of the compass and look at physical features e.g. mountains, valley etc. They will use instruments to make a sound story to go with different parts of the story.

### Engagement

Show children a compass what is this? Play a game of North, South, East and West to locate the book. Highlight the book is written by Paul McCartney ask children who he is and listen to one of his songs e.g. Hey Jude.

### Key Vocabulary

Paul McCartney, Liverpool, book, compass, valley, postcard, snow peaks, mountains etc  
Instruments used in the book and animals e.g. Buffalo, horses.

## Curriculum Spotlight

### Communication and Language

Discuss fun times they have had with their grandparents. Talk about what instruments they think will best replicate a sound.

### Physical Development

To perform a movement pattern on apparatus. To experiment with different ways of moving. Learn how to handle tools safely and with increasing control.

### PSED

They can identify some of the jobs they do in their family and how they feel like they belong. They know how to make friends to stop themselves from feeling lonely.

### Literacy

To look for and describe signs of Spring. Write captions and facts about animals.

### Maths

Count to 100. Rehearse the fact that teen numbers are made of 10 and some more and write addition sentences to show this. Recognise the difference between 3d and 2d shapes. Explore the properties of shapes.

### Understanding the World

Look at history of Paul McCartney and discuss he is from a famous band from Liverpool. Show on a map where Paul McCartney and Kathryn Durst are from. Learn that there are four points on a compass. Describe different places e.g. beach, countryside and mountains. Learn which people are special and why. Learn how to type words into different devices.

### Expressive Art & Design

Discuss all the different instruments mentioned in the story and put them into categories e.g. string, brass, percussion etc. Use instruments to make different sounds of animals in the story. Listen to music by The Beatles. Make an instrument inspired by the story. Create a character and background in the style of Kathryn Durst who illustrated the book.

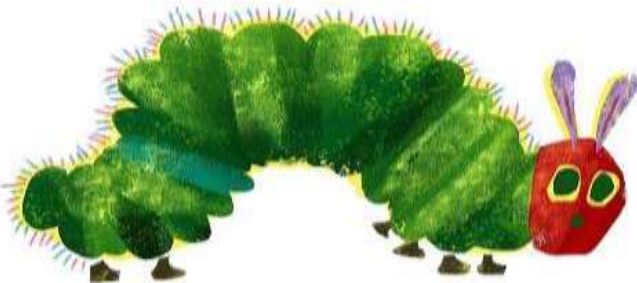
### Parents and carers

Please send in any books or resources you may have to support this topic. Thank you.

# The Very Hungry Caterpillar

EYFS

2 weeks



## Question? How does a caterpillar change?

### Overview

In this topic the children learn about the lifecycle of a caterpillar. We explore how a caterpillar changes. We look at the beginning, middle and end of a story.

### Engagement

Reveal the class caterpillars. What are they? How did they get here? What do you think will happen to them? Write down a list of things the children want to find out.

### Key Vocabulary

Caterpillar, cocoon, butterfly, eat, leaves, spin, symmetrical, foods eaten by him, big, bigger.

## Curriculum Spotlight

### Communication and Language

To enjoy a story and discuss their favourite part.

### Physical Development

To explore ways of balancing. To continue to develop correct letter formation.

### PSED

They can think of ways to solve problems and stay friends.

### Literacy

To be able to retell a simple story. To understand that stories have a beginning, middle and end. To write simple report sentences.

### Maths

Double number to 5 and halve even numbers to 10. Share objects between two groups begin to see this as halving.

### Understanding the World

Look at the life cycle of a caterpillar. Observe class caterpillars. Look at the life of Eric Carle. To know that butterflies can be found all over the world and locate different countries on a map. Learn which stories are special and why.

### Expressive Art & Design

To use instruments to make a sound story. Learn the song 'There's a tiny caterpillar on a leaf.' Paint a symmetrical butterfly and make a fingerprint caterpillar. Design and make a caterpillar using fruit.

### Parents and carers

Please send in any books or resources you may have to support this topic. Thank you.

# How does your garden grow?

EYFS

3 weeks



## Question? What do plants need to grow?

### Overview

This topic will introduce children to

### Engagement

The children will be given the opportunities to plant seeds. They will carry out a science investigation to see how a plant/bean grows best. The children will all make their own miniature garden.

### Key Vocabulary

Grow, seed, plant, garden, soil, pot, water, sun, stem, leaves, roots, petal, flower  
Bugs, minibeasts  
Frogs, tadpole, froglet, pond

## Curriculum Spotlight

### Communication and Language

Discuss creatures you find in the garden. Share their miniature garden with the class. Discuss what they saw at the pond.

### Physical Development

Planting bulbs and plants using gardening equipment. To use coordination to perform ladder drills. To roll and throw accurately at a target.

### PSED

They are starting to understand the impact of unkind words. They can use Calm Me time to manage their feelings. They know how to be a good friend.

### Literacy

Books; Tadpole's Promise and The Tiny Seed. To write a set of instructions on how to plant a bean. Write facts about frogs. Look at books independently. Write instructions of how to make a cress sandwich. Talk about what a plant needs to grow and describe the stages of plant growth.

### Maths

Count in 2s, 5s and 10s. Recognise that 10s numbers all end in 0. Sort odd and even numbers and revisit doubles and halves. Revisit days of the week ensuring they can put them in the correct order. Recognise key times of the day in their daily routine. Introduce counting in 10s to 100

### Understanding the World

Visit the school pond and learn about the lifecycle of a frog. Understand what a plant needs to grow. Label the parts of a plant. Learn facts about bugs that live in the garden. To know that the weather can affect plants. Learn which stories are special and why. Become confident at typing their name using a keyboard.

To know the different types of weather. Look at the local area and say what they like about it, and how they could improve it.

### Expressive Art & Design

Make a frog with moving parts. To perform a song about minibeasts. Create leaf rubbing pictures. Paint a picture in the style of Van Gogh.

# Water, Water Everywhere!

EYFS

3 weeks

## Parents and carers

Please send in any books or resources you may have to support this topic. Thank you.



## Question? What do we need water for?

### Overview

This topic looks at the importance of water in everyday life. Within the topic we look at living things in the water. We explore why things float and sink and look at the impact plastic is having on our oceans.

### Engagement

Have a range of water related books out ask the children if they can guess what the theme is. Discuss the use of water in everyday life tell the story I woke up and went to the bathroom and I turned on the tap.. no water, then I went to the toilet.. no water, then I went to get a shower.. no water etc.

### Key Vocabulary

Water, floods, oceans  
Different sea creatures' names- fish, jellyfish, octopus, lobster etc  
Float, sink, boat, plastic, lifeboat

## Curriculum Spotlight

### Communication and Language

Talk about the different creatures that live in water. Listen to poems and stories about water.

### Physical Development

To move with control and co-ordination. To copy a simple movement pattern to music. To explore movement imaginatively to express emotion

### PSED

Understand that we all grow from babies to adults. They can express how they feel about moving to year 1. They can talk about their worries and the things they are looking forward to about being in year 1.

### Literacy

Stories- The Rainbow Fish, The Lighthouse Keeper. To retell and role play stories. To write sentences about a story including capital letters and full stops.

### Maths

Compare lengths, weights and capacities. Partition the numbers 5, 6 and 10 into two groups to find pairs of numbers.

### Understanding the World

Investigate floating and sinking. Discuss the importance of water. Discuss plastic in the ocean. Discuss the importance of lifeboats. Look at the RNLI. Look at where water comes from and different types of water around the world e.g. oceans, seas, rivers etc. Study the location of our link school in Abergele. Learn what places are special and why. Look at floods and why they happen. Introduce the caps lock button for when typing names.

### Expressive Art & Design

Make a collage of 'The Rainbow Fish. Create a piece of drip art in the style of George Oommen ' Learn songs 'Yellow Submarine and Octopuses Garden.' Make a junk model boat.

### Parents and carers

Please send in any books or resources you may have to support this topic. Thank you.



# Happy Holidays!

EYFS

4 weeks

## Question? Where do you like to go on holiday?

### Overview

This topic looks at different holiday destinations. The children will think about what clothes they would take to different places depending on the weather. The children will find seaside resorts on a map and compare modern seaside holidays with seaside resorts in the past.

### Engagement

Bring in a suitcase with a variety of items. Why have I got a suitcase? Sort the clothes into two piles one for visiting a hot country and one for visiting a cold country.

### Key Vocabulary

Holiday, seaside, clothes.  
Different clothing items- t-shirt, cap, coat, hat, scarf etc.  
Weather-hot, cold, sunny, windy

## Curriculum Spotlight

### Communication and Language

To talk about the holidays, they have been on.

### Physical Development

To take part in a range of sports activities at our 'Sports Fun Day'.

### PSED

To take turns in our 'Sports Fun Day' Activities. To understand the need to stay safe in the summer holidays. Learn about sun and water safety. They can share their memories of the best bits of this year in Reception.

### Literacy

To write postcards to family and friends. Write a list of items they would put in their suitcase. Books- You Can't Take an Elephant on the Bus and The Hundred Decker Bus. To write sentences and a simple recount.

### Maths

Three number addition using a number line. Revise odd and even numbers. Revise 3d shapes and their properties.

### Understanding the World

To understand that people use different types of transport to travel to places i.e. boat, car, train, coach and aeroplane. Find seaside towns/resorts on a map. Look at old photographs of seaside holidays and compare with holidays now. Discuss where people may go on holiday. Discuss clothes for different weathers. Understand features of a beach. Discuss ways to stay safe online.

### Expressive Art & Design

Using collage create a seaside picture. Learn song 'We're all going on a summer holiday.' Create a mixed media postcard. Make collage figures of children wearing clothing suitable for a summer and winter holiday.