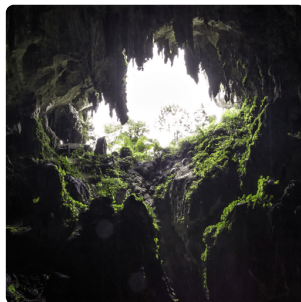


Thringstone Primary School

Class plan - EYFS Cycle B



Let's Explore

Understanding the world



Marvellous
Machines

Understanding the world



Long Ago

Understanding the world



Ready Steady
Grow

Understanding the world

Music

Unit 1 - Pulse Perform
actions to different
rhymes and songs.

Planned term

Autumn 1

Autumn2

Spring 1

Spring 2

Suggested text

My Cat Likes to Hide in
Boxes by Eve Sutton
We're Going on a Bear
Hunt by Michael Rosen
In Every House, on
Every Street by Jess
Hitchman Where's
Spot? by Eric Hill Mini
Rabbit Not Lost by John

You Can't Call an
Elephant in an
Emergency - Patricia
Cleveland-Peck; You
Can't Take an Elephant
on a Bus - Patricia
Cleveland-Peck; You
Can't Let an Elephant
Drive a Digger - Patricia

Bond Mr Gumpy's Outing by John Burningham Harold and the Purple Crayon by Crockett Johnson You Choose by Pippa Goodhart What We'll Build by Oliver Jeffers Traditional Tales - The Three Little Pigs - Three Billy Goats Gruff	Cleveland-Peck; We Catch the Bus - Katie Abey; Car, Car, Truck, Jeep - Katrina Charman; What Do Machines Do All Day? - Jo Nelson; Machine Poems - Jill Bennett; Vehicle ABC - Jannie Ho; No-Bot the Robot's New Bottom - Sue Hendra; No-Bot the Robot with No Bottom - Sue Hendra; The Robot and the Bluebird - David Lucas; Robo- Babies - Laura Gallagher; Rosie Revere, Engineer - Andrea Beaty; Mrs Armitage on Wheels - Quentin Blake; Mrs Armitage Queen of the Road - Quentin Blake; Peppa Pig's Family Computer - Ladybird; Dot. - Randi Zuckerberg; Chicken Clicking - Jeanne Willis; Webster's Email - Hannah Whaley; The Internet is Like a Puddle - Shone Innes; Winnie's New Computer - Valerie
--	--

Thomas; Harry and the
Robots - Ian Whybrow.
[Puppets and Pop Ups] -
Room on the Broom -
Julia Donaldson;
Goldilocks and the
Three Bears (Ladybird
First Favourite Tales) -
Nicola Baxter; Little
Red Riding Hood
(Ladybird First
Favourite Tales - Mandy
Ross; The Gruffalo -
Julia Donaldson; The
What the Ladybird
Heard Next Play - Julia
Donaldson; The
Gruffalo Play - Julia
Donaldson

Memorable
experience

Let's explore!. Go on a journey around the school and the school grounds. The project teaches children about the environments that they share with others, including their homes, school and places in the local community. [Build It Up] - Build it up! Watch video clips from building sites.

Marvellous machines.
[Puppets and Pop Ups] -
Puppet shows

Long ago. [Stories and
Rhymes] - Storytellers

Food and farming.
[Signs of Spring] -
Looking for signs of
spring

Innovate
challenge

Helping Theo. Theo the teddy bear is new and needs help to find out all about your class and school. [Build It Up] - Designing and building shelters

Incredible inventions.
[Puppets and Pop Ups] -
Making puppets

Exploring changes.
[Stories and Rhymes] -
Nursery rhyme
presentation

Penny pig's super salad.
[Signs of Spring] -
Spring is...

Communication and language	Listening, attention and understanding; Speaking. Describe their magical world. Go on a sensory walk around the school and school grounds to discover what they can see, hear, smell and touch. Children describe their experiences. Decide what they think will be the most useful clothing and objects to take on a journey. [Build It Up] - Listening, attention and understanding; Speaking	Listening, attention and understanding; Speaking. [Puppets and Pop Ups] - Listening, attention and understanding; Speaking	Listening, attention and understanding; Speaking. [Stories and Rhymes] - Listening, attention and understanding; Speaking	Listening, attention and understanding; Speaking. [Signs of Spring] - Listening, attention and understanding; Speaking
----------------------------	---	--	---	--

Physical development	Gross motor skills; Fine motor skills. Work together to create an obstacle course to travel under, over and through the resources. Play hide-and-seek. Explore different ways of moving and travelling around the space. [Build It Up] - Gross motor skills; Fine motor skills. Make mini mud bricks. Create actions for pictures of builders. Make up a sequence of movements to construction site sounds.	Gross motor skills; Fine motor skills. [Puppets and Pop Ups] - Fine motor skills	Gross motor skills; Fine motor skills. [Stories and Rhymes] - Gross motor skills; Fine motor skills	Gross motor skills; Fine motor skills. [Signs of Spring] - Gross motor skills; Fine motor skills
Personal, social and emotional development	Self-regulation; Managing self; Building relationships. Make a maze for marbles to travel through using Duplo bricks. Work with a partner to explain what they need to do. Talk about why they like or dislike activities. Talk about things they are	Self-regulation; Managing self; Building relationships. [Puppets and Pop Ups] - Self-regulation	Self-regulation; Managing self; Building relationships. [Stories and Rhymes] - Self-regulation; Managing self; Building relationships	Self-regulation; Managing self; Building relationships. [Signs of Spring] - Managing self; Building relationships

good at doing and things they would like to get better at during the year. Talk about times they have felt angry, happy, sad or scared. Play hide-and-seek. Talk about adults who can help them, including the police and security guards and link with getting lost. Make a sandwich using pictorial instructions and have a picnic together. Work together to build dens and tents. [Build It Up] - Self-regulation; Managing self; Building relationships Work as a team to design and build houses.

Literacy

Comprehension; Word reading; Writing. Orally blend the words on the spotting sheet, then children find the pictures that correspond with the word. Look closely at the pictures and

Comprehension; Word reading; Writing. [Puppets and Pop Ups] - Comprehension; Word reading; Writing

Comprehension; Word reading; Writing. [Stories and Rhymes] - Comprehension; Word reading; Writing

Comprehension; Word reading; Writing. [Signs of Spring] - Comprehension; Word reading; Writing

explore what happens in each room In Every House, on Every Street by Jess Hitchman. Draw pictures of their family inside the house doing their favourite activities and describe them. Share the story Mini Rabbit Not Lost by John Bond and explore the theme of getting lost. Make a postcard and draw a place they have visited. Use language from the story, including new vocabulary to retell and act out the story Mr Gumpy's Outing by John Burningham. Read Harold and the Purple Crayon by Crockett Johnson. Draw a purple line and create a story. [Build It Up] - Comprehension; Word reading; Writing Read What We'll Build by Oliver Jeffers. Talk about the different things that the characters build during

the story and the places they visit.

Mathematics	Number; Numerical patterns. Use positional language, including under, over and through as they complete the obstacle course. Name and describe the shapes. Make a sandwich using the pictorial instructions and have a picnic together. [Build It Up] - Number; Numerical patterns	Number; Numerical patterns. [Puppets and Pop Ups] - Number; Numerical patterns	Number; Numerical patterns. [Stories and Rhymes] - Number; Numerical patterns	Number; Numerical patterns. [Signs of Spring] - Number
Understanding the world	Past and present; People culture and communities; The natural world. Create a map of their journey around school. Feely boxes - describe how the objects feel. Create a simple map after reading We're Going on a Bear Hunt. Explore the school grounds to find out which animals live there. Use Google Maps to explore local	Past and present; The natural world. [Puppets and Pop Ups] - Past and present; People culture and communities	Past and present; People, culture and communities; The natural world	Past and present; People, culture and communities; The natural world. [Signs of Spring] - People, culture and communities; The natural world

area. Draw the route of a journey they regularly take, such as their journey to school or a trip to the shops. Look at past and present picture cards and children match them together. Look at photographs from holidays and days out and talk about the places they have visited. Describe worldwide pictures and compare the locations to their local environment. [Build It Up] - Breadth: Materials. Make mini mud bricks. Describe the difference between the wet mud and the solid mud bricks. Talk about the materials the pigs used to build their houses and whether they made good choices. Discuss the material used for different parts of the house.

Expressive arts and design	Creating with materials; Being imaginative and expressive. Make dens using the boxes. Use large pegs and cushions so they can make the spaces cosy. Paint a magical world. Make a Wassily Kandinsky-inspired artwork using circles. Paint their portrait and look carefully at their features. Perform actions to different rhymes and songs. Make a home using various boxes and paints and collage materials. Work together to build dens and tents. [Build It Up] - Creating with materials; Being imaginative and expressive. Work as a team to design and build houses. Make mini mud bricks and use for construction. Build bridges large and small scale. Draw a picture of their house.	Creating with materials; Being imaginative and expressive. [Puppets and Pop Ups] - Creating with materials; Being imaginative and expressive	Creating with materials; Being imaginative and expressive. [Stories and Rhymes] - Creating with materials; Being imaginative and expressive	Creating with materials; Being imaginative and expressive. [Signs of Spring] - Creating with materials; Being imaginative and expressive
----------------------------	---	--	---	--

