
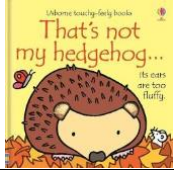
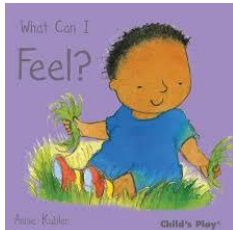


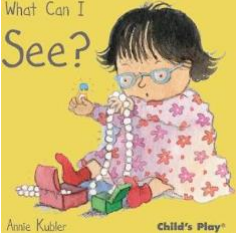
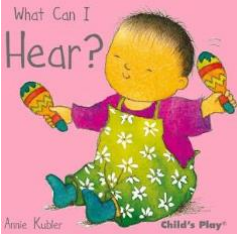
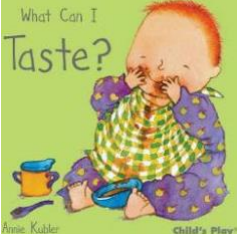
Brambles curriculum planning

Autumn 1 Cycle B

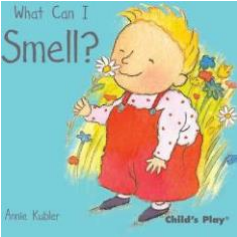
Balderstone beginnings – my brilliant body!

Topic	Week	Story Spine	Nursery Rhyme	Numeracy time	Balderstone Beginnings (foundational knowledge)		
	A1 W1 8 th Sept	 <p>Happy to be me</p>	If you're happy and you know it (emotions – happy/sad) Paper plate faces using natural materials – pipe cleaner smiles/frowns.	Hand sizes, footprints (sand, paint) big, small and language of comparison, measuring children on wall of tall. Can the children build towers as tall as they are?			
	A1 W2 15 th Sept	<p>That's not my hedgehog (linked to body parts, sensory)</p> 	Head, shoulders, knees and toes (body parts)	How many eyes, ears, heads (Mr Potato heads)			
	A1 W3 22 nd Sept	<p>What can I feel? By Annie Kubler</p> 	1 finger, 1 thumb (finger gym, gross motor)	<p>Handprint hedgehogs, count fingers</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> Rote count from 1 to 3 </td> <td style="width: 50%;"> Focus on sequence of words/sounds: one, two, three. Recite 'one, two, three' ensuring there is a pause between each number word: one (pause) two (pause) three. Ask children to repeat back. Say it in different ways: quiet voice, loud voice Say it in the wrong order: one, three, two Can children say it is wrong and then say it back in the correct order. </td> </tr> </table>	Rote count from 1 to 3	Focus on sequence of words/sounds: one, two, three. Recite 'one, two, three' ensuring there is a pause between each number word: one (pause) two (pause) three. Ask children to repeat back. Say it in different ways: quiet voice, loud voice Say it in the wrong order: one, three, two Can children say it is wrong and then say it back in the correct order.	
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Brambles curriculum planning

<p>A1 W4 29th Sept</p>	<p>What can I see? (senses board book)</p> 	<p>Two little dickie birds. Bird spotting, making birds, feather sensory</p>	<p>2 recognitions of amount 1 and 2 (see Red Rose maths planning)</p> <div style="border: 1px solid black; padding: 5px;"> <p>Know that some of the words in number rhymes are numbers</p> <p>Sing number rhyme such as Three Little Speckled Frogs (counting up version). Emphasise the number words in the rhyme. After verse 1 – say 'I said the number one' you say 'one'. Repeat. Continue with verse 2 and repeat with the number word two.</p> </div>	
<p>A1 W5 6th Oct</p>	<p>What can I hear?</p> 	<p>Baa Baa black sheep (animal sounds)</p>	<p>Use one, two, three as an indication to start an activity in provision.</p> <p>Use one, two, three to indicate timing e.g. for being on the carpet; tidying away etc.</p> <p>Listening carefully. 1,2,3 ears switched on to me!</p>	
<p>A1 W6 13th Oct</p>	<p>What can I taste?</p> 	<p>I'm a little teapot</p>	<p>Shows interest in objects that are similar to each other</p> <p>Short and stout... Teapots of different sizes, shapes, some that are the same</p>	

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A1 W7 20 th Oct	What can I smell? 	Pat-a-cake	Mark it with B – mark making. Knows that the marks they make are of value	No set activity for this learning. Mark making equipment should be available in all areas of provision and the practitioners need to show interest and ask questions about the marks children are making: - <i>Tell me about...</i> - <i>What have you drawn here?</i> - <i>Why have you done this...?</i> Adults to model different ways in which marks can have meaning.	
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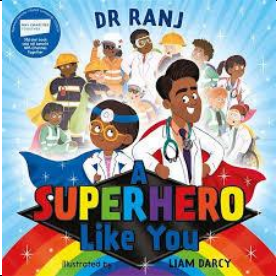
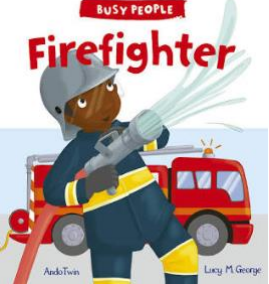
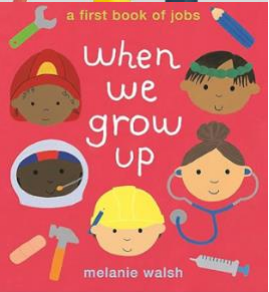
EYFS Nursery Rhyme Progression Document

ELG: Perform songs, rhymes, poems and stories with others (and when appropriate) try to move in time with music. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

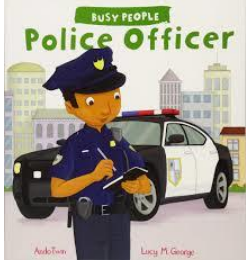
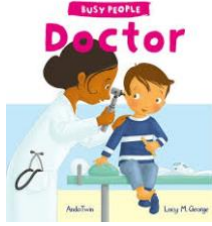
Autumn term 2

Balderstone superheroes

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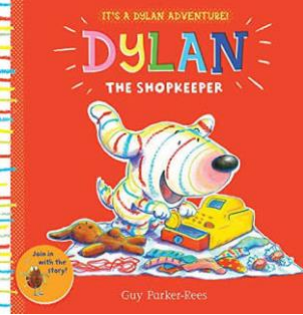
Topic	Week	Story Spine	Nursery Rhyme	Numeracy time	Balderstone Beginnings (foundational knowledge)
	A2 W1 3 rd November	   <p>Busy People series by Lucy M George</p> <p>Who keeps us safe? Naming our handprint 5 people who look after us (names/photos) on each finger print.</p> <p>How do we stay safe – in the kitchen, in Brambles, in the bathroom, at the shops, on Bonfire night?</p>	<p>London's Burning (bonfire night explore colour and colour mixing to create oranges)</p> <p>I'm a firefighter rhyme (to tune of I'm a little teapot)</p>	<p>Recognise 1 and more than 1 (1 firefighter, more than one)</p> <p>Experience patterned objects and images (firework repeated patterns)</p>	<p>Vocabulary vault – safe, dangerous. Jobs (work we do to earn money and help others)</p> <p>Prepositions – up, down, along, above, below, on top, inside. (practical work with figures and ladders)</p> <p>Siren, uniform, protect</p> <p>Properties of fire – burns, hot, flames</p> <p>Gross motor – steps and climbing safely</p>

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					with 3 points of contact
A2 W2 10 th Nov	Keeping us safe – the Police and  Armed forces	Grand Old Duke of York Humpty Dumpty	Recognise and say numbers of personal significance (their age, house number, numbers in their family – photos from parents). Counting the children in class. Build with a range of resources (wall for Humpty Dumpty)	Vocabulary vault – Uniform, rules, marching, choices (good choices and bad choices) Remembrance day – day we think about those who have helped us and say thank you, poppy.	
A2 W3 17 th Nov	People who help us to stay healthy 	Miss Polly had a dolly Health care week – linked back to parts of the body (aut 1) Doctors Nurses Ambulance crew/paramedic Dentist Optician Pharmacist Vet	First, Next, after – predicts what might happen next in predictable situations. Eg, First dolly was poorly, then she went to see the doctor, after that she was feeling better.	Who can help us when we feel poorly or are hurt? Medicines are to be given only by adults. Names of health professionals – doctor, nurses, paramedic (looks after our bodies and minds), Dentists look after our teeth, gums and mouths -	

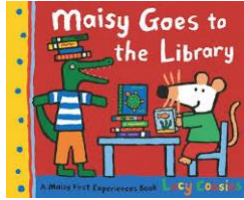
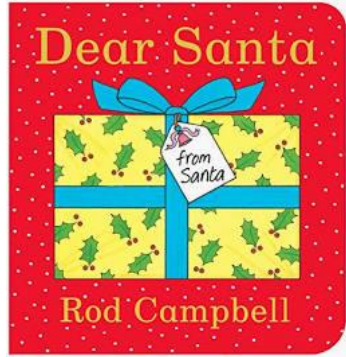
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				<p>Toothbrush, toothpaste, brushing, daily</p> <p>Opticians look after our eyes and our sight.</p> <p>Matching names of animal babies – cat/kitten, dog/puppy, Rabbit/kit Sheep/lamb Cow/calf Duck/duckling</p>
A2 W4 25 th Nov	<p>People who help us to eat healthily – Dylan series of books (Dylan the shopkeeper, Dylan the Baker)</p>  <p>Shopkeepers Baker Butcher Farmer Miss Lee (cook) Café worker</p>	<p>Pat a cake, pat a cake (revision) innovate this time to mark it with number/letter linked to children. Eg, and mark it with Z (for Zaynah)</p>	<p>Compare two groups of the same object by matching objects together (candles on cakes, cherries on cakes – which has more/less/same, coins in purse)</p>	<p>Shops in our community – Happyland village.</p> <p>Shops where they live (supermarket – big shop with lots of different items)</p> <p>Grouping foods – fruit and vegetables (grocer) Meat and fish (butchers) Cakes, breads and biscuits (bakers)</p>

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					We use money and cards to pay for things.
A1 W5 1 st Dec	<p>People who help in our neighborhood</p>  <p>Teachers Librarian Mechanic Hairdresser Vicar Delivery driver Builder Bus driver</p>	<p>The wheels on the Bus (who might we meet on the bus)</p> <p>The teachers on the bus say tidy up time. The librarian on the bus say read a book. The mechanics on the bus say fix your car The hairdresser on the bus says curly or straight. The builder on the bus says hammer or drill. etc</p>	<p>Enjoys blocks to make simple structures (houses and shops on the high street) Key vocabulary – on top, next to, flat, same, different</p> <p>wheels on the bus innovated song link</p> <p>Christmas card repeated pattern thank you for being part of our community cards (stars)</p> <p>Experience trip – role play to Little Lancashire</p>	Neighbours Street Community Help	
A2 W6 8 th Dec	<p>Dear Santa by Rod Campbell. Present wrapping week</p> 	<p>Christmas counting song</p>	<p>Comparative language – bigger, smaller, taller, shorter, longer.</p> <p>Repeated pattern wrapping paper</p>	<p>Bigger Smaller Shorter Longer Heavier Lighter repeat</p>	

Brambles curriculum planning

<p>A2 W7 15th Dec</p>	<p>Squirrel's Snowman JULIA DONALDSON ✶ AXEL SCHEFFLER</p> <p>Snowman themed week</p>	<p>I'm a little snowman</p> <p>I'm a Little Snowman</p> <p>I'm a little snowman, look at me. These are my buttons, 1, 2, 3. These are my eyes and this is my nose. I wear a hat and scarf. Brrr...it's cold!</p>	<p>One to one correspondence counting to 3 (building snowmen with 3 body parts, buttons, 2 eyes, one nose, one hat)</p>	<p>Language for states of matter – frozen, ice, cold, freezing, snow, melting, hot, warm, water</p>
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