

Brambles curriculum planning

Spring 1 Cycle B

Balderstone Birds and Balderstone Babies

Topic	Week	Story Spine	Nursery Rhyme	Numeracy time	Balderstone Babies (foundational knowledge)
	S1 W1 5 th Jan		Two little dicky birds	<p>One and then another one – now we have two. Synchronise the moving of an object when saying one and another one. Put birds into nests.</p> <p>Make worms using dough and compare length – Can you make a long one? Can you make a short one?</p>	<p>A bird can fly. They have feathers and a beak. They eat worms.</p> <p>Look for birds in the sky or on branches.</p>
	S1 W2 12 th Jan	<p>Traditional tale: The Ugly Duckling</p>	Five Little Ducks Went swimming one day.	<p>Count little ducks – move each duck as you count.</p> <p>Compare groups of ducks using the language These are the same. These are not the same.</p>	<p>Ducks swim. A baby duck is called a duckling.</p> <p>Birds lay eggs.</p>
	S1 W3 19 th Jan		A wise old owl lived in an oak; The more he saw, the less he spoke; The less he	Which groups have more ? If the lines are the same, we say the groups are the same or equal – put	Owls hunt at night. Explore difference between day and

Brambles curriculum planning

			spoke, the more he heard. Why can't we all be like that wise old bird?	different numbers of owls along two branches to help compare. Can we give a worm to each baby owl – count out so that each owl has one.	night eg sun/ moon; dark/light Feelings – when do we get scared?
S1 W4 26 th Jan			I have a furry kitten He's black and white and grey When I try to cuddle him He always wants to play So I drag a piece of string Across the kitchen floor He thinks it is a little mouse To chase out of the door!	Look at different parts of an animal – two eyes, two ears. Which animals have two legs which ones have more? Use big and small to compare the animal – the mummy or daddy is big; the baby is small.	Matching names of animal babies – cat/kitten, dog/puppy, Rabbit/kit Sheep/lamb Cow/calf Duck/duckling
S1 W5 2 nd Feb	Tiger and cub? 		Tiger, tiger, orange and black, He's got stripes upon his back. When he grows, sharp teeth I see. He's as scary as can be! Tiger, tiger, orange and black, He's got stripes upon his back.	Look at animal prints. Which animal has this pattern? Find animals with spots. Find animals with stripes.	Animal patterns. Stripy tiger. Can we find other animals with stripes?
S1 W6 9 th Feb	Usborne touchy-feely books That's not my... Farm with farm sounds! 		Old MacDonald Had a farm: And on that farm he had some cows, sheep, pigs. Baa Baa Black sheep	Small world farm animals in two field – compare which has more .	Learn about animals that live on a farm and the sounds they make. Match adult to baby. Vocab: Calf, piglet, lamb

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.

Brambles curriculum planning



Spring term 2

Balderstone Baddies and Fantastic Festivals

Topic	Week	Story Spine	Nursery Rhyme	Numeracy time	Balderstone Beginnings (foundational knowledge)
	S2 W1 23 rd Feb	Chinese New Year	Horsey Horsey Don't You stop.	Use the term fewer . When you have a group of items, take 1 away. Now we have fewer.	Use chopsticks for fine motor skills.



Brambles curriculum planning

				Prepare meal in role play for Chinese New Year – how many cups will we need? How many plates etc?	Look at pictures of Chinese dragons – they are big, colorful, shiny.
S2 W2 2 nd Mar		Cakes for Grandma – Pat a cake, pat a cake		<p>Children to select one item in each hand for themselves and place it in front of them. Encourage children to say I have two... Adult and children to show two fingers to illustrate two. Say Two is one and another one.</p> <p>Adult to select a different number of items and ask: - Have I got two: one and another one? This group is not two.</p> <p>Children to make of group of not two.</p>	<p>Ensure children recognize the colour red.</p> <p>Language: Big – what big teeth, what big eyes etc</p>
S2 W3 9 th Mar		<p>This is the way we lay the bricks To make the walls nice and thick This is the way we lay the bricks All day long.</p> <p>This is the way we saw the wood Strong and good, strong and good This is the way we saw the wood All day long.</p> <p>(Tune: Here we go round the mulberry bush)</p>	<p>Number 3: Count 3 objects. The extension from the previous term is the choice of blocks to select from when building different structures. This may not be explicitly taught but opportunities set up to explore and develop this understanding. Different starting points can be used:</p> <ul style="list-style-type: none"> • Challenge – make a house for one of the Three Little Pigs • A part-made structure for the children to continue and add to • Adult to build alongside children and provide commentary on the building including sabotage – I put this on here and it fell off. <p>Ask questions such as: - Should the bottom part of the house be this triangular shaped block? Why?</p>	<p>Our houses are made of bricks. Houses have a door, windows. Some have a chimney.</p>	
S2 W4 16 th Mar		Rhymes associated with Eid.		<p>Repeating patterns linked to Eid: Two different shapes alternated.</p> <p>Preparing for a feast – pouring water in cups – full , empty</p>	How do Muslims celebrate?

Brambles curriculum planning

	<p>S1 W5 23rd Mar</p>	<p>THE STORY OF EASTER</p>	<p>Hop little Bunnies</p> <p>Humpty Dumpty</p>	<p>Make patterns on Easter egg shapes – spots, stripes, etc</p>	<p>How do Christians celebrate?</p>