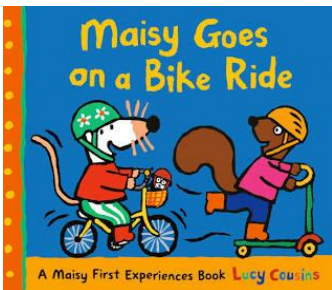
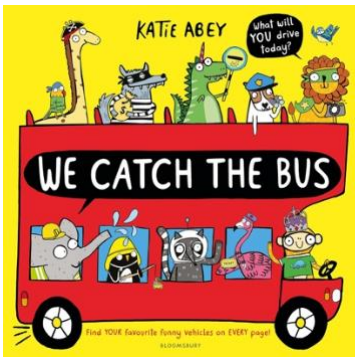


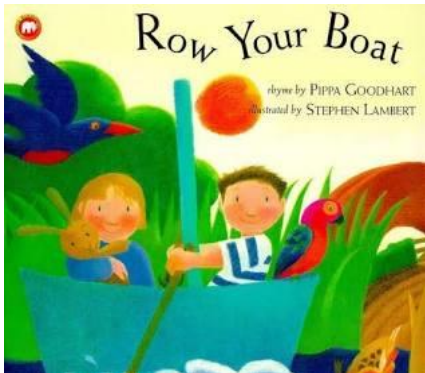
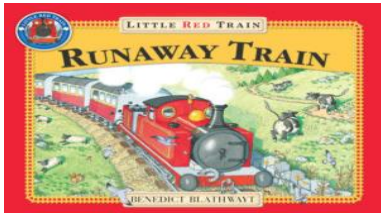
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Summer 1 Cycle B

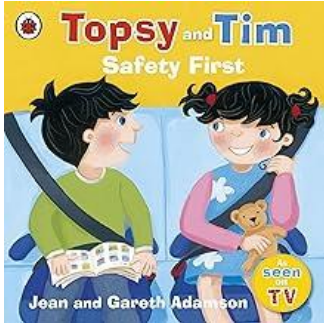
Balderstone Beep, Beep!

Topic	Week	Story Spine	Nursery Rhyme	Numeracy time	Balderstone Beep! Beep! foundational knowledge)
	S1 W1 13.4	 A Maisy First Experiences Book Lucy Cousins	Stop! Says the Red Light Stop says the red light Go says the green Be careful says the yellow light Twinkling in between.	Show an amount. This is hidden and the amount changes. Reveal the new amount. Is it more or fewer/less? How can you check?	Play on bikes outside. Look at the wheels on a bike. How many? What do the pedals do? Helmets keep our head safe. Red lights mean STOP. Green lights mean GO!
	S1 W2 20.4	 KATIE ABEY What will YOU drive today? WE CATCH THE BUS Find YOUR favourite funny vehicles on EVERY page!	Wheels on the Bus	Counting items – count people on the bus and off the bus.	Buses ride on the road. They take lots of people to different places. How many wheels? People wait for a bus at the bus stop. Can we wait in a line?

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S1 W3 27.4		Row, row, row your boat A sailor went to sea, sea, sea	Mark making equipment should be available in areas. Tell me about... What have you drawn here? Set up games where children can use marks to keep track of scores. Compare sizes of boats.	Playing in the water- floating, sinking. Boats travel on water.
S1 W4 4.5		https://www.bbc.co.uk/teach/school-radio/articles/zdy28xs Down at the station, early in the morning, See the little puffer trains, all in a row. Here comes the driver to start up the engine, Puff! Puff! Peep! Peep! Off we go! Puff! Puff! Peep! Peep! Off we go! Puff! Puff! Peep! Peep! Off we go!	Recognise numerals 1 and 2. Make your own 2 part number track: starting with the numeral and creating the amount/collection for each numeral. Compare the length of different trains.	Trains run on tracks. Trains go FAST. What else goes fast? What goes SLOW?
S1 W5 11.5		This Is The Way We Cross The Road This is the way we cross the road, We cross the road, we cross the road. This is the way we cross the road, We stop ,we look we listen. We stand at the kerb and we look both ways, Look both ways, look both ways.	Use “high” and “low” in the context of climbing. Make towers – use the words “long” and “short”	We need to hold an adult’s hand when we cross the road. We walk on the path or pavement. Cars go on the road.

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			We stand ant the kerb and we look both ways, Before we cross the road. If the road is clear we cross the road, Cross the road, cross the road. If the road is clear we cross the road, We follow the green cross code. Sung to the tune of 'Here we go round the Mulberry bush'.		Red lights mean STOP. Green lights mean GO!
	S1 W6 18.5	This will be used to consolidate learning, plan for children's interests and identify next steps for children.			

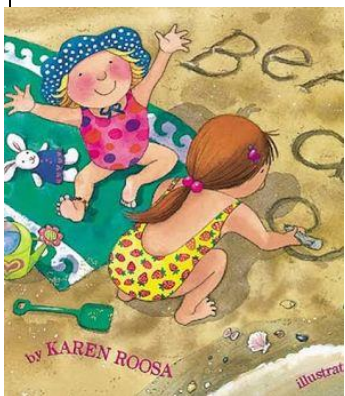
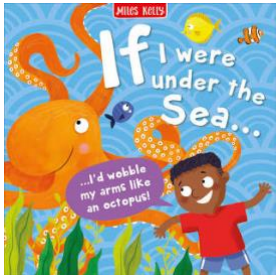
EYFS Nursery Rhyme Progression Document

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.

Summer term 2

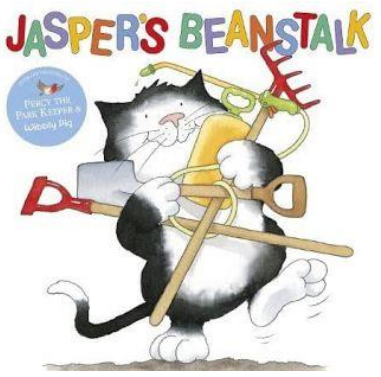
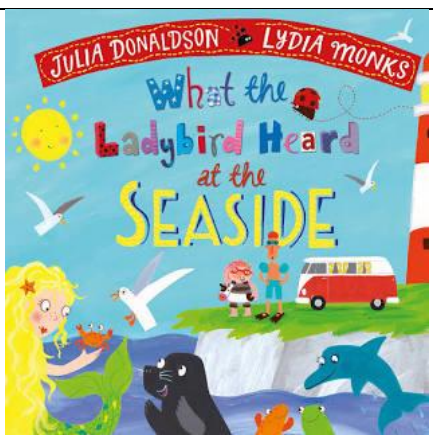
Balderstone Beach and Blooming

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Topic	Week	Story Spine	Nursery Rhyme	Numeracy time	Balderstone Beginnings (foundational knowledge)
	S2 W1 1.6		https://www.youtube.com/watch?v=sK8T8gbYIfA Let's go to the beach	Plan a journey to the seaside. What will we need? Mark make to represent what we need. Count shells to put on a sand castle.	Set up a sand sensory tray with shells and magnifying glasses. Make ocean paintings by rolling blue paint over bubble wrap. Play with ocean animals and magnetic wands.
	S2 W2 8.6		One, two, three, four, five, once I caught a fish alive. A sailor went to sea, sea, sea	Recognise numerals to 3.	Use sponge throwing for motor skills. Offer spray bottle art and water table play with cups and ducks. What animals live in the sea?

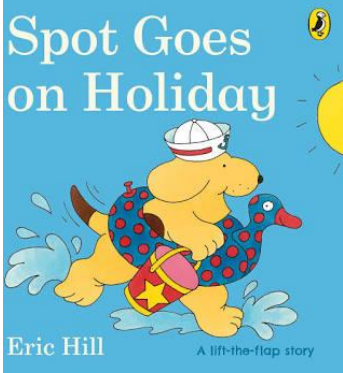
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S2 W3 15.6		Mary, Mary, How does your garden grow?	Solve problems when building. Use the blocks to build. Use positional vocab: on top of, next to. This is too big, this is too small etc.	Plant seeds, explore flowers, and go on a nature scavenger hunt for leaves and stics.
S2 W4 22.6		https://www.youtube.com/watch?v=sK8T8gbYlFA Let's go to the beach	Language of time: now, next, later, after, soon. This will be taught through daily routines.	Create "Ice Lolly Paints" by freezing colored water or make "Sunflower Gloop" (cornflour, water, petals). Explore COLD and HOT. Ice lollies MELT when they get warm.
S1 W5 29.6		If You're happy and you know it..	Sorting for what we need on holiday.	Going on holidays. What will we need to pack?

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					Plan what we need – make marks to represent items.	
	S1 W6 6.7	This will be used to consolidate learning, plan for children's interests and identify next steps for children.				