

Is there enough food for everyone?

Why is it important to share?

Where does our food come from?

Thank You God For Food!

Isaiah 58:7

Share your food with the hungry and give shelter to the homeless

Genesis 1:29

I have given you every seed bearing plant and all the fruit trees for your food.



Week 7 -Treats

Melting chocolate fun!

Making and tasting jelly.

Y1 Addition—systematic methods for bonds to 10, adding together, adding more.

YR Assess and Review.



Week 1 -Welcome to Ash Class!

Making new friends

Meet Monty, Barnaby and Top Dog

Monty's Rules

Play Home Corner

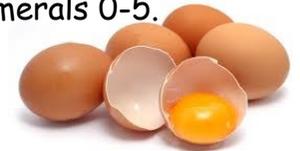
Week 2- Eggs.

Humpty Dumpty rhyming activities & art work.

Tasting eggs!

Y1 Place value within 10—Sorting, count, missing numbers, recognise numerals 0-10.

YR Place Value within 5—Count carefully to 5, recognise numerals 0-5.



Week 6 - Healthy Choices.

Welcome service!

Making collage plate meals.

5 a day challenge.

Staying fit and keeping healthy.

Y1 Addition—Part whole, + symbol, fact families, finding /comparing number bonds to 10.

YR Sorting in different ways—similarities/ differences, odd one out, different ways to sort.

Thank You God
For Food!

Week 4- Vegetables

The Enormous Turnip Story.

Making and tasting turnip soup.

Oliver's Vegetables.

Pumpkin Soup book.

Y1 Place value including addition within 10—Continue with = < and > symbols to compare numbers.

YR Place Value —rote counting, lining up, Numicon, recognising numerals. Addition and subtraction.



Week 3 - Bread

The Little Red Hen Story.

Zed's Bread Story.

Grinding wheat.

Bakery visit from Asda.

5 Loaves and 2 Fishes.

Y1 Place value within 10—sort, count 1more/less, order, comparing groups, introduce < > and =.

YR Place Value —counting, rhymes, using fingers and other manipulatives to represent.



Week 5- Fruit

Handa's Surprise Story.

Oliver's Fruit Salad story.

Making and tasting fruit kebabs.

Y1 Place value including subtraction within 10—

Ordering numbers, ordinal numbers, number line work.

YR Place Value —Comparing, same. more, fewer, estimation, irregular arrangements, + and -.



Reception Overview

Personal, Social and Emotional Development: Making Relationships

- * Can play in a group, extending and elaborating play ideas, e.g. building up a role play activity with other children.
- * Initiates play, offering cues to peers to join them.

Personal, Social and Emotional Development: Self-Confidence and Self-Awareness

- * Separates from main carer with support and encouragements from a familiar adult (22-36)
- * Can select and use activities and resources with help. (30-50)
- * Welcomes and values praise for what they have done. (30-50)
- * Enjoys responsibility of carrying out small tasks (30-50)

Personal, Social and Emotional Development: Managing Feelings and Behaviour

- * Aware of own feelings, and knows that some actions and words can hurt others' feelings. (30-50)
- * Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

Communication and Language: Listening and Attention

- * Listens to others one to one or in small groups, when conversation interests them. (30-50)
- * Listens to stories with increasing attention and recall.

Communication and Language: Understanding

- * Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting the correct picture.
- * Responds to simple instructions e.g. to get or put away an object.
- * Understands use of objects e.g. what do we use to cut things.

Communication and Language: Speaking

- * Can retell a simple past event in correct order (e.g. went down slide, hurt finger) (30-50)
- * Uses a range of tenses (e.g. play, playing, will play, played) (30-50)
- * Uses vocabulary focussed on objects and people that are of particular importance to them (30-50)

Physical Development: Moving and Handling

- * Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- * Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- * Draws lines and circles using gross motor movements
- * Holds pencil between thumb and two fingers, no longer using whole hand grasp.

Physical Development: Health and Self Care

- * Observes the effects of activity on their bodies
- * Gains more bowel and bladder control and can attend to toileting needs most of the time by themselves.
- * Can usually manage washing and drying hands.
- * Dresses with help, e.g. puts arms into open fronted shirt or coat when help id, pulls up trousers, pulls up zipper once it is fastened at the bottom.

Eats a healthy range of foodstuffs and understands need for variety in food. 40-60

Shows some understanding that good practices with regard

to exercise, eating, sleeping and hygiene can contribute to good health. 40-60

Literacy: Reading

- * Shows awareness of rhyme and alliteration
- * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- * Recognises familiar words and signs such as own name and advertising logos.
- * Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Literacy: Writing

- * Gives meaning to marks they make as they draw, write and paint.
- * Continues a rhyming string.
- * Hears and says initial sounds in words.

Mathematics: Numbers

- * Recognise some numerals of personal significance
- * Recognises numerals 1 to 5
- * Counts up to three or four objects by saying one number name for each item.

Mathematics: Shape, space and measures

- * Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- * Selects a particular named shape.
- * Orders two or three items by length or height.
- * Orders and sequences familiar events.

Understanding the world: People and communities

- * Shows interest in the lives of people who are familiar to them.
- * Remembers and talks about significant events in their own experience.
- * Knows some of the things that makes them unique, and can talk about some of the similarities and differences in relation to friends or family.

Understanding the world: The world

- * Looks closely at similarities, differences, patterns and change

Understanding the World: Technology

- * Knows how to operate simple equipment, e.g. turns on CD player and uses remote control
- * Knows that information can be retrieved from computers

Expressive arts and design: Exploring and using media and materials

- * Explores the sounds of different instruments
- * Explores what happens when they mix colours.
- * Experiments to create different textures.

Expressive arts and design: Being imaginative

- * Creates movement in response to music
- * Engages in imaginative role-play based on own first-hand experiences
- * Chooses particular colours for a purpose
- * Plays alongside other children who are engaged in the same theme.

Year 1 Overview

English

- Listen, respond and retell traditional tales, poems, non-fiction and rhymes.
- Develop pleasure and motivation in reading.
- Apply phonic knowledge and skills to decode, read and write words.
- Read common exception words.
- Read books that are consistent with their developing phonic knowledge.
- Draw on own experiences or background information when reading.
- Check reading makes sense.
- Prediction skills, inference and discussion of events.
- Talk about what they want to write about and compose a sentence orally before writing.
- Write simple sentences from memory forming lower case letters correctly.
- Begin to use finger spaces, full stops and capital letters in their writing.
- Learning the grammar for Year 1.
- Weekly spelling patterns and test.

Maths

- See weekly plans for overview.

Science

- Ask simple questions and find the answers by making observations, using simple equipment, performing tests, identifying and classifying, gathering and recording data.
- Use the local environment throughout the year to explore and answer questions about plant growth and food production (Hall Farm).
- Find out about and describe the basic needs of animals, including humans for survival. (water, food, air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Geography

- First hand observations of food production and changes in the land (Hall Farm).
- Talk about how the seasons and weather affect crop and food production. In the UK.
- Discuss food and plants that can and cannot be grown in the UK and why.
- Use basic geographical vocabulary to refer to such as soil, vegetation, season, weather, etc.
- Use maps and globes to identify food production around the world.
- Use simple fieldwork and observational skills to study the geography around the school and adjacent grounds.

RE

- Festivals—Harvest/Succoth.
- Gods Great Creation.
- Sharing Gods creation with others.
- Listening to God.
- Being thankful to God.
- Feeding the 5000.
- The Good Shepherd.
- Elijah being fed by the woman.

History

- Discuss historical events relating to food production and consumption such as rationing.
- Find out about the history of the harvest festival.

Art & DT

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.
- Develop a wide range of art and DT techniques.

Music

- Use voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create select and combine sounds using the inter-related dimensions of music.

Computing

- Create food art using the computer.
- Safety in relation to computer, Ipad use and basic function keys.
- Use a variety of computer programmes with skill and change between apps/progs.
- Discuss the use of technology in school and at home and how to use it safely and respectfully.

PE

- Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games , developing simple tactics for attacking and defending.