

Reception Progression

Topics		Traditional Tales		Colourful Celebrations		Wonderful Woodlands		Tremendous Travel		Glorious Growing		Planet Protectors	
Vocabulary	Tier 3	<p>Week 1 - Me feelings emotion happy sad angry scared excited worried unique like dislike Special</p>	<p>Week 4 - My Friends Special Friend Kind Share thoughtful Like dislike</p>	<p>Week 1 – Autumn Celebrations Bonfire night safety hot cold Firework Halloween Celebrate</p>	<p>Week 4 – Birthdays Birthday Celebrate Family</p>	<p>Week 1 – Welcome to the woods Woods Woodland Land Animals Trees Plants Shrubs Flowers Soil Path</p>	<p>Week 4 – Ready for Winter Hedgehog Dormouse Bat Grass snake Energy Heart rate Winter</p>	<p>Week 1: Journeys journey vehicle transport move road Lowestoft</p>	<p>Week 4: In the air hot air balloon aeoplane airport holiday beach suitcase</p>	<p>Week 1 - Farms and Growing Food Farmer Farm yard Fields Land Tractor Barn Crops Bale of hay grow fruit vegetable change Describe watch/observe ground hot cold</p>	<p>Week 4: Life cycle of a Duck Hatch Duckling Incubator Grow</p>	<p>Week 1: Our World Earth Sun sea land Ocean Moon</p>	<p>Week 4: Conservation pollution recycle reuse reduce plastic material help teamwork</p>
		<p>Week 2 - My Family Family Relative sibling Mother Father Brother Sister Grandparent Love Care House Home</p>	<p>Week 5 - My Locality House flat Map country Lowestoft Beach Park safety same different Local Season Weather</p>	<p>Week 2 – Diwali Belief Religion Culture Acceptance Firework Light Diwali Remembrance Sunday</p>	<p>Week 5 & 6 – Christmas Christmas Celebrate Tradition Hannakah Giving</p>	<p>Week 2 – Animals in the woods Animals Woodland Plants Trees Fox Owl Snake Mouse</p>	<p>Week 5 – Winter in the woods Cold Wet Winter Season Dark Ice Squirrel Nut</p>	<p>Week 2: Vehicles of the past Past Same Different material</p>	<p>Week 3: On land car train bus tuk tuk station traffic land Road safety Zebra Crossing</p>	<p>Week 5: Emergency Vehicles Fire Engine Emergency Safety Lights Hose Ladder</p>	<p>Week 6: On the sea sea boat float sink</p>	<p>Week 5: Lifecycle of a Frog Frogspawn Tadpole Froglet Frog Pond</p>	<p>Week 2: Our Sea beach map coastline shells Lowestoft seaside crab Starfish fish seal</p>
		<p>Week 3 – My Memories Past Memory A long time ago Before Present Old Like Dislike</p>	<p>Week 6 – Autumn Autumn Season Senses touch/feel hear see taste smell hot cold weather wind leaves conkers</p>	<p>Week 3 – Celebrations of Love Wedding Partnership Invite Culture</p>	<p>Week 6 – Wild vs Domestic Wild Domestic Pet Deer</p>	<p>Week 3: On land car train bus tuk tuk station traffic land Road safety Zebra Crossing</p>	<p>Week 3: On land car train bus tuk tuk station traffic land Road safety Zebra Crossing</p>	<p>Week 6: On the sea sea boat float sink</p>	<p>Week 2 - Food from different countries country taste smell raw cook safety</p>	<p>Week 6: When I grow up changes Baby Toddler Child Teenager Adult Old age Same Different Job</p>	<p>Week 2: Our Sea beach map coastline shells Lowestoft seaside crab Starfish fish seal</p>	<p>Week 6: Pirates Pirate Ship Treasure Treasure chest Map Sail float sink</p>	
						<p>Week 3 – Night Time Animals Night Day Dark Light Owl Senses Sight Smell Touch Taste Hearing</p>			<p>Week 3 - Life-cycle of a plant Life-cycle plant flower seed root stem water soil describe change sunlight observe</p>	<p>Week 3: Tropical Sea octopus shark warm tropical Coral reef</p>			

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	Tier 2	<p>Reading – author, illustrator, sound, blend, read, speedily, red word, order, retell, character, setting, beginning, middle, end. Writing – sound, segment, finger space, capital letter, full stop, Fred talk. Maths – construct, create, copy, continue, combine, match, recognise, repeat, order, compare, describe, sequence, How many? Fine Motor - pat, roll, poke, pinch, squash, squeeze, thread, weave Construction – build, make, join, create, plan, design, measure, connect, construct, improve Creative - Art – artist, draw, colour, paint, shade, pattern, picture, design, create, texture, detail Creative – DT – design, build, detail, create, cut, join, measure, tools, explain and improve Music – play, sing, listen, clap, share, tap, shake, bang, scrape, perform, rhythm, repetition, beat, pulse Physical (PE) – jump, crawl, hop, balance, skip, jog, run, climb, leap, walk, throw, catch, coordination, roll, control, Understanding the world (Science) – investigate, observe, predict, changes, hard/ soft, stretchy/stiff, bendy/ not bendy, rough/smooth, shiny Understanding the world (Sand) – pour, dig, build, fill, pat, mould, scoop. Understanding the world (Water) – pour, tip, splash, wet, drip, full, empty, half full, float, sink, drip, drop. Regulation Station (PSE) - zone, happy, ready, focused, calm, smiling, cross, angry, frightened, scared, gloomy, sad, sleepy, tired, silly, annoyed, excited, wobbly.</p>				
<p>Story of the Week</p> <p>Diversity books</p>	<ol style="list-style-type: none"> Ruby’s Worry Goldilocks and the Three Bears The Three Billy Goats Gruff Enormous Turnip Hansel and Gretel Little Red Riding Hood 	<ol style="list-style-type: none"> Room on the Broom Mr. Men Little Miss Happy Diwali/ Non-fiction book Scarecrows Wedding Elma’s Birthday 5 & 6. Jolly Christmas Postman 	<ol style="list-style-type: none"> Look What I Found in the Woods Gruffalo Owls Babies It was a cold dark night The Squirrels who squabbled There’s no deer around here 	<ol style="list-style-type: none"> We’re Going on a Bear Hunt The Train Ride The Boy who Sailed the world Emma-Janes Aeroplane Range of non-fiction texts Duck in a truck 	<ol style="list-style-type: none"> Jack and the beanstalk Handra’s Surprise The Tiny Seed The Ugly Ducking The Tadpoles Promise When I grow up 	<ol style="list-style-type: none"> Here We Are / The way back home Julians a Mermaid Rainbow Fish Somebody Swalled Stanley Stella and the Seagul The Troll
<p>Other linked Texts, Rhymes and Songs</p> <p>Diversity books</p>	<p>Other Traditional Tales Princess and the Pea Families, families, families I love us! Not all princesses wear pink We’re different, We’re the same I want to do it by myself All are welcome Guess how much I love you The skin you live in The Same but different Where are you from? Pink is for boys My shadow is pink No Dinner! Rhymes and Songs Head, shoulders, Knees and Toes Humpty Dumpty Grand Old Duke of York</p>	<p>Rama and Sita The Nativity Story Sparks in the Sky (ebook) Celebrations about the World Mixed Rhymes and Songs Happy Birthday Remember, Remember... I can sing a Rainbow</p>	<p>Stick Man Don’t wake Bear Little Red Riding Hood Dragons in the City (ebook) The Leaf Thief Don’t Hog the Hedge (ebook) The Noisy Foxes The Woods Owls New Home Mamma Panya’s Pancakes Rhymes and Songs I’m a Little Hedgehog Walking in the Forest</p>	<p>I am Emelia Earhart Last Stop of Market Street Room on the broom On the Way Home You Can’t take an Elephant on the Bus Things That Go Rhymes and Songs Row, row, row your boat Wheels on the bus</p>	<p>Oliver’s Vegetables 10 seeds The Hungry Caterpillar The Bad Seed Sam Plants a Sunflower Where does my Food Come From Kitchen Disco Daisy Eat Your Peas Rhymes and Songs Vegetable counting song (1 potato, 2 potato) Cauliflowers Fluffy The Bean Game</p>	<p>World in Danger The Snail and the Whale Tiddler Billy’s Bucket Commotion in the Ocean Mr Seahorse Dear Greenpeace The Odd Fish A Planet Full of Plastic Rhymes and Songs Row, row, row your boat Sailor went to sea Big ship sales</p>
<p>World of Work</p>	<p>Author Illustrator</p>	<p>Party planner Priest Builder Architect</p>	<p>Vet Park Keeper</p>	<p>Emergency Services Bus Driver Train driver Pilot</p>	<p>Gardener Landscaper Florist Farmer Shop keeper</p>	<p>Marine Biologist Naturalist Diver Astronaut</p>
<p>Stunning Start</p>	<p>Share their Marvellous Me boxes</p>	<p>VR goggles – Fireworks</p>	<p>Woodland walk</p>	<p>Message from Paw Patrol</p>	<p>Tadpoles</p>	<p>VR goggles – space</p>
<p>Fabulous Finish</p>	<p>PJ day – bring your favourite story</p>	<p>Nativity</p>	<p>Kimmy’s Zoo/Animal experience</p>	<p>Trip on a bus</p>	<p>Eat food they have grown</p>	<p>Beach Trip – Tidy</p>
<p>Festivals and Celebrations</p> <p>(add evidence into floor book)</p>	<p>Harvest Festival Black History</p>	<p>Bonfire Night Children In Need Halloween Remembrance Sunday Diwali</p>	<p>Chinese New Year Valentines Day Shrove Tuesday</p>	<p>Ramadan Mothering Sunday Easter Comic Relief</p>	<p>Pride Eid</p>	<p>Father’s Day</p>

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		Hanukkah Christmas				
Art Skills <small>Linked Artists & Designers</small>	Self-portraits - Guiseppi	Colour & colour Mixing – Jackson Pollock	Texture – Van Gogh	Shape & Pattern - Kandinsky	Observational Drawing -	Shape & Texture - Matisse
Skills	<p>The children can... Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise and continue developing positive attitudes about the differences between people.</p> <p>Draw information from, follow and draw simple maps (my walk to school and the school site).</p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>Draw on previous knowledge to identify environments that are different to the one in which they live.</p> <p>Recall and describe the effect of changing seasons on the natural world around them.</p> <p>To describe a simple journey and the things they see on the way, to use/follow a simple map.</p> <p>Identify and talk about features in the locality.</p> <p>Talk about their different senses and identify which ones are being used for different purposes.</p> <p>Children demonstrate understand of portraits and use observation to add detail.</p>	<p>The children can... Compare and contrast characters from stories, including figures from the past.</p> <p>Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Develop positive attitudes towards differences between people.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Listen carefully and express feelings and responses to music.</p> <p>Recognise why some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recall and describe the effect of changing seasons on the natural world around them.</p> <p>Begin to observe, explore and describe changing states of matter (water freezing overnight – weather dependent)</p>	<p>The children can... Explore the natural world around them.</p> <p>Discuss how we care for the natural world around us.</p> <p>Draw information from, follow and draw simple maps (map the walk and what they see on the way).</p> <p>Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Name a range of different materials.</p> <p>Recall and describe the effect of changing seasons on the natural world around them.</p> <p>Begin to observe, explore and describe changing States of matter (water freezing overnight)</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Draw information from, follow and draw simple maps (map the walk and what they see on the way).</p> <p>Recall and describe the effect of changing seasons on the natural world around them.</p> <p>Begin to observe, explore and describe changing states of matter (water freezing overnight – weather dependent)</p>	<p>The children can... Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p> <p>Identify the difference between land and sea and that leaving the UK may require other modes of transport due to it being an island. Identify different map types. Draw information, follow and draw simple maps. (Road map)</p> <p>Recognise the past through different settings, characters and events encountered in books read in class and storytelling.(Vehicles)</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Recall and describe the effect of changing seasons on the natural world around them.</p> <p>Reason and justify choices for transport to different locations.</p> <p>about the lives of the people around them and their roles in society.</p>	<p>The children can... Explore the natural world around them.</p> <p>Discuss how we care for the natural world around us.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Identify food that do not grow in this country and explain how other foods reach us. (Journey of food from growing to supermarkets to dinner table).</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Name some foods which grow below the ground and some above the ground.</p> <p>Identify food that does not grow in this country e.g some food needs hot weather (alternative climate) whereas others need lots of rain.</p> <p>Name parts of a plant (see vocab list)</p> <p>Name the life cycle of an animals (duck/tadpole).</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Recall and describe the effect of changing seasons on the natural world around them.</p> <p>Observe and describe the changes that they see. (Linked to us changing overtime)</p> <p>Compare and describe the same food when cooked in different ways (Potatoes). Through observation, begin to observe, explore and describe changing States of matter (adding water to mud)</p> <p>Use their knowledge of careers to talk about those they are interested in.</p> <p>Describe how they change over time.</p> <p>Talk about and demonstrate Road Safety.</p> <p>Know which vehicles they may see that are emergency services and can help them.</p>	<p>The children can... Comment on images of familiar situations in the past. (Beach)</p> <p>Draw information, follow and draw simple maps.</p> <p>Explore the natural world around them. Discuss how we care for the natural world around us. Observe and interact with natural processes, such as ice melting, an object and a boat floating on water.</p> <p>Name different species/creatures that live under the sea.</p> <p>Recall and demonstrate water and sun safety.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Recall and describe the effect of changing seasons on the natural world around them.</p> <p>Recognise the past through different settings, characters and events encountered in books read in class and storytelling.(Beach)</p> <p>Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (Pirates) Begin to observe, explore and describe changing States of matter (ice/ice cream to liquid)</p> <p>Identify how they can play a role in protecting the planet and its creatures.</p>

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Skills (Same skill different context)	<p>The children can... Prime Manage their own personal hygiene, know when they do and don't need help, talk about feelings, use talk to solve conflict, moderate their own feelings and behaviours and show resilience and perseverance in the face of challenge. Build constructive and respectful relationships, think and take into account the perspectives of others. Listen and engage with a range of fiction and non-fiction books, re-read texts and learn new vocabulary, learn how to listen, ask questions to clarify and find out more, articulate their ideas and thoughts in full sentences, connect ideas and actions when speaking through the use of conjunctions, describe events in detail, develop social phrases, use talk to solve problems and express ideas and use new vocabulary in different contexts. Negotiate space and move with fluency and grace, develop balance, coordination, strength and agility to access sports in the future, demonstrate good core muscle strength to sit at a table with correct posture, demonstrate healthy living and wellbeing through food, sleep, screen time, toothbrushing and personal safety. Demonstrate a preference over dominant hand, show control with one handed tools, demonstrate a secure pencil grip (tripod), handle a range of tools effectively including knives and forks and demonstrate control and accuracy when drawing and writing.</p> <p>Specific Literacy Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their range of books. Read individual letters by saying the sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Form lower-case and capital letters correctly Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their range of books. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>Maths Subitise to 5, link number with value, number bonds and doubles to 10 reducing aids across the year. Count accurately reciting and 1:1 correspondence, Count verbally beyond 10, compare numbers using mathematical language, 1 more/less and relationship between consecutive numbers, repeating patterns, compose and decompose shapes, use language of measure to compare , odds and evens, doubles and sharing between 2-3 people.</p> <p>Being Imaginative Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Develop a storyline to their pretend play, Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.</p>					
Knowledge	<p>The children can... Begin to make sense of their own life-story and family's history.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand and be able to talk about themselves including their names, likes and dislikes (Including food).</p> <p>Know and be able to talk about their daily routines and relate to the different times of the day.</p> <p>Understand everyday language of time to describe the sequence of a day.</p> <p>Know and can talk about members of their family and family tree/history – who lives in your house?</p> <p>Know and name special people to them.</p> <p>Understand and demonstrate an awareness and acceptance of the way we look.</p> <p>Know and talk about similarities and differences between themselves and others within the class or community.</p> <p>Individuals know and talk about their countries of origin (create a pin map).</p> <p>Know and discuss famous artists, designers, architects and musicians they have studied.</p>	<p>The children can... Know their own and others family traditions.</p> <p>Know different celebrations, both those they personally celebrate ad others that members of the class might celebrate.</p> <p>Know and name members of their immediate family and community and discuss their role.</p> <p>Know what foods they like and don't like and explore unknown foods. (Food from around the word – related to celebrations)</p> <p>Know differences and similarities between different celebrations.</p> <p>Know and retell religious stories related to those represented in the class.</p> <p>Understand and explain how their name is chosen for them and describe how names can be celebrated.</p> <p>Know and talk about any family history or people in the past that have the same name.</p> <p>Understand the need for awareness and acceptance of difference and in what they celebrate and the way they celebrate.</p> <p>Know and discuss details about people from the past. (Bonfire night)</p> <p>Understand and demonstrate how we keep ourselves safe.</p> <p>Know and discuss famous artists, designers, architects and musicians they have studied.</p>	<p>The children can... Understand what is local to them (woodlands).</p> <p>Know what animals they can observe within their locality.</p> <p>Know the different between wild and domestic animals and where you might see these.</p> <p>Understand, recognise and follow a simple map.</p> <p>Can identify appropriate habitats for different animals.</p> <p>Understands some animals are nocturnal and some hibernate and why this happens.</p> <p>Understands the importance of looking after their local environment.</p> <p>Know and discuss famous artists, designers, architects and musicians they have studied.</p>	<p>The children can... Know the different ways they can move their body.</p> <p>Know and describe their route to school.</p> <p>Know different methods of transportation and discuss those they have experienced.</p> <p>Know different modes of transport.</p> <p>Know and explain which modes of transport are best for which journeys.</p> <p>Can relate their knowledge of floating and sinking to the different modes of transport.</p> <p>Understand and make links between modes of transport and holidays they have had. Talking about where they have been and why they might require a certain mode of transport to get there. (Could you walk abroad? What are the options?)</p> <p>Know and talk about different maps.</p> <p>Know and talk about different emergency vehicles and why they might be designed in a particular way or have particular features.</p> <p>Understand and demonstrate their knowledge of how to keep themselves safe – particularly related to road safety.</p> <p>Know and discuss famous artists, designers, architects and musicians they have studied.</p> <p>Describe and demonstrate knowledge of keeping themselves safe and knowing who to ask for help in a range of different circumstances.</p>	<p>The children can... Understand, learn and describe how food grows.</p> <p>Know and talk about foods which grow in the UK.</p> <p>Understand and demonstrate how to care for living things and compare the needs of a plant to their own.</p> <p>Know and discuss likes/dislikes of cooked own grown produce.</p> <p>Understand and talk about personal preferences in relation to home grown and tinned foods.</p> <p>Know, recognise and observe difference between our country and other countries in terms of food, travel, houses.</p> <p>Begin to understand the life cycle of a plant, animal and human.</p> <p>Understand and demonstrate the importance of keeping healthy, making sensible food and exercise choices.</p> <p>Understand and demonstrate factors that make up a healthy lifestyle.</p> <p>Know and describe how their body changes overtime.</p> <p>Understand different jobs held within their family and community.</p> <p>Understand and talk about what makes them special and the things</p>	<p>The children can... Explore different materials and demonstrate they understand which one's float and which ones sink.</p> <p>Understand and explain the origin of treasure maps.</p> <p>Understand, recognise and follow a simple treasure map.</p> <p>Understand and talk about the different environmental damage issues experienced at the beach and in the Ocean. (Water and plastic pollution)</p> <p>Demonstrate day to day an understanding of caring for our environment/world.</p> <p>Understand, compare and describe sea creatures to those living on land. Describe the differences. (How do they look, breathe and what do they eat)</p> <p>Know and discuss famous artists, designers, architects and musicians they have studied.</p>

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					<p>they are good at and what they are still getting better at.</p> <p>Begin to understand and talk about the importance of school/learning and can link this to sharing information related to jobs they would like to do when older and why.</p> <p>Understand (Focus on importance of education). What do you need to do/have to achieve that career?</p> <p>Know and discuss famous artists, designers, architects, and musicians they have studied.</p>	
<p>Writing Opportunities and Wow Writes</p>	<p>Adult Led Name writing Naming family members on the family tree Labelling a map with features seen on the journey.</p> <p>Wow Writes Goldilocks has broken something in the classroom. Write to Goldilocks.</p>	<p>Adult Led Cards, invites, Christmas lists, firework acrostic poem</p> <p>Wow Writes Get the Grinch to steal Elf on the Shelf and get the children to write letters to get it back/ write down number combinations to unlock a padlock to get it back.</p>	<p>Adult Led Labelling woodland creatures What would the Owl Babies say? Stop part way through a story and predict.</p> <p>Wow Writes Woodland senses walk. Select objects and then write about them whilst exploring nature. Write about animals they have seen/held. Food prints left in the classroom – which woodland animals have been in the classroom?</p>	<p>Adult Led Naughty Bus sight seeing book What questions would you ask the naughty bus? Create a class book – the naughty scooter</p> <p>Wow Writes Tyre tracks can be left around the classroom so children need to write to the bus company to report this behaviour Crime scene- finger prints, taped off. Who's been in? What have they taken? (Class mascot) - link to prior stories to see who could have taken (Goldilocks/ Big bad wolf, Grinch) Writing back to Go Jetters.</p>	<p>Adult Led Stop part way through a story and predict. Ducks/Tadpoles/plants documenting Life cycles</p> <p>Wow Writes Leave messages on the table in slime, from the frogs.</p>	<p>Adult Led Planet protector poster Postcards</p> <p>Wow Writes Hide a treasure chest indoors/outdoors, get the children to find it using a simple map of the school. Once the treasure is found, get the children to write descriptive sentences about what the treasure looks like.</p>
<p>Possible School Visits/Enhancements</p> <p>11B411</p>	<p>Walk around the local areas Post a letter Follow a map Story telling/journey sticks collected on walk to remember the journey Story telling visit/workshop PJ day for story telling day</p>	<p>Visit local place of worship Walk around the locality Post Christmas lists Halloween decoration walk Pumpkin carving - soup Eid – food Firework art Nativity</p>	<p>Local woodland walk Educational animal visit in school Chinese New Year – celebrations, food tasting. Kimmy's Zoo/Animal experience</p>	<p>Train/bus journey Junk modelling boat race Making vehicles Story telling/journey sticks collected on walk to remember the journey Use instruments to describe a journey, relating the sound to an action. Visit from Emergency services – Fire Engine. Visit from a crossing guard (road safety)</p>	<p>Growing and tasting own produce. All children grow their own flower. Sell vegs - set up a stall and leave a legacy gift with the money raised. Vegetable printing. Observing tadpole/ducks Tasting foods from different countries Farm visit Create a pond</p>	<p>Trip to seaside Litter pick on the beach Sand sculptures Sculptures using beach litter Sand story telling Shell art Tasting seaweed and fish (allergy dependent) CEFAS Educational visit</p>
<p>Role Play Ideas</p>	<p>Home corner</p>	<p>Home Corner – representing a different culture Restaurant Post office</p>	<p>Vets Pet shop Woodland centre</p>	<p>Vehicle Aeroplane/airport Fire Station</p>	<p>Garden Centre Vet Farm Flower shop</p>	<p>Seaside Pirate ship</p>