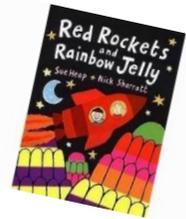
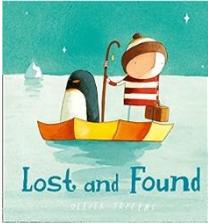
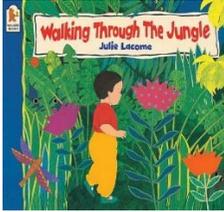
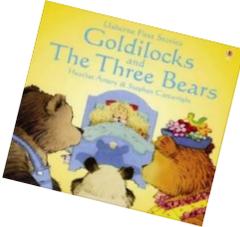
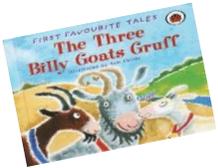
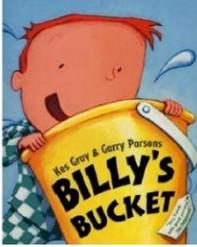


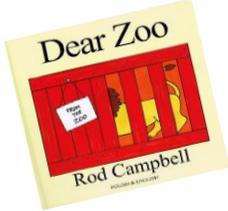
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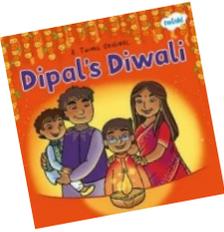
Big Owls Curriculum Intent- Themes Overview



Communication and Language, Reading (core books & phonics), Maths, Food

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Big Owls (Preschool) Cycle A	<p>Nursery Rhymes</p> <p>Learn to sing nursery rhymes: ‘Twinkle, twinkle little star’, ‘The Grand Old Duke of York’, ‘Humpty Dumpty’, ‘Incy, wincy, spider’, ‘Row, row, row your Boat’,</p> <p>‘Hickory Dickory Dock’, ‘Baa, baa, black sheep’, ‘Old Mac Donald had a farm’, + number rhymes e.g. ‘Five little</p>	<p>Patterns & Celebrations</p> <p>Read, ‘Red Rockets and Rainbow Jelly’, by Sue Heap and Nick Sharratt.</p>  <p>Making rainbow jelly & fruit rocket kebabs. Follow recipes.</p>	<p>All about the Weather</p> <p>Read ‘Lost and Found’, by Oliver Jeffers.</p>  <p>Read non-fiction weather books – ‘Rain’, ‘Sunshine’, ‘Wind’ &</p>	<p>Amazing Places</p> <p>Read, ‘Walking Through The Jungle’, by Julie Lacome.</p>  <p>and ‘Dear Zoo’, by Rod Campbell.</p>	<p>Traditional Tales</p> <p>Read, ‘Goldilocks & the Three Bears’;</p>  <p>‘The Three Billy Goats Gruff’;</p> 	<p>Holidays and Days Out</p> <p>Read, ‘Billy’s Bucket’, by Kes Gray;</p>  <p>‘Sharing A Shell’, by Julia Donaldson.</p>

	<p>speckled frogs’ – positional vocabulary, counting 0-5, numeral recognition 0-5.</p> <p>Making: Incy Wincy Spider cakes, and Twinkle Star sandwiches. Follow recipes.</p> <p>Taking part in a Humpty Dumpty eggs-periment.</p> <p>Read children’s favourite, familiar story books.</p> <p><u>Phonics:</u> Hear and spot rhyming words. Recognise words with the same initial word sounds.</p>	<p>Create ‘I like...’ information books in key groups to read out loud.</p> <p><u>Phonics:</u> Hear & distinguish environmental and instrumental sounds.</p> <p>Looking for patterns in the environment and exploring simple repeating ABAB patterns.</p> <p>Sorting & grouping objects that are the same.</p> <p>Talk about festivals Diwali, Hanukkah & Christmas.</p>	<p>‘Snow’, by Honor Head.</p>  <p>Discuss what the weather is like each day.</p> <p>Keep a weather journal. Read the symbols.</p> <p>What can we do in different types of weather? Sing weather rhymes and songs.</p> <p>Making sunshine crackers, marshmallow snowmen, & rainbow pizzas. Follow recipes.</p>	 <p>Talk about animals – increase descriptive and animal themed vocabulary.</p> <p><u>Phonics:</u> Spot and suggest rhymes. Alliterative phrases with letter sounds.</p> <p>Singing animal counting songs, e.g. ‘Five little monkeys’, developing the cardinal principle of identifying how many are in a small set.</p>	<p>‘The Gingerbread Man.’</p>  <p>Make Porridge, Gingerbread men, and a Teddy Bear’s picnic. Follow recipes.</p> <p>Learning about comparative size e.g. big, medium, small when talking about key story characters and features.</p> <p>Sequence events using language of first, then, next etc. in recipes and storytelling.</p>	 <p>Use positional vocabulary to describe where seaside objects/ creatures are located in pictures and in small world play scenarios.</p> <p>Use mathematical vocabulary to talk about the sea creatures’ features, shapes, size and patterns.</p> <p>Compare capacity and weight of different sized buckets and containers in sand and water play.</p>
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		<p>Read non-fiction books - 'Dipal's Diwali',</p>  <p>& 'Hetty's Hanukkah' e-book.</p> <p>Make and taste mango lassi drink and vegetable samosas – Diwali; potato latkis & doughnuts – Hanukkah.</p> <p>Christmas Festivities...</p> <p>Learn Christmas story, rhymes & songs, for</p>	<p>Sing & support counting to five through weather number rhymes e.g, 'Five Little Snowmen'; 'Five little ducks went swimming one day'.</p> <p>Read a selection of favourite weather stories.</p> <p><u>Phonics:</u> Hear and say initial sounds – s,a,t,p,i,n. Clap syllables in words.</p> <p>Talk about and celebrate Chinese New Year.</p> <p>Taste a range of Chinese food, and try using chopsticks.</p>	<p>Revisiting patterns, sorting & grouping similar items.</p> <p>Make monkey cupcakes and dinosaur cookies. Follow recipes.</p> <p>Explore other amazing places, such as the Land of Dinosaurs, Space, Under the water.</p> <p>Talk about where we live (Boston) – our favourite places including restaurants, cafes, and play places.</p> <p>Talk about our families and where they are from.</p> <p>Taste food from the children's</p>	<p>Subitising up to three objects, + recognising and using vocabulary 'more than' & 'fewer than' when thinking about three items.</p> <p>Begin to experiment with symbols, marks and numerals.</p> <p>Talking about the characters in the stories and how they felt.</p> <p>Talk about what is right and what is wrong.</p> <p>Re-read children's other favourite traditional tales.</p> <p>Retell the stories, exploring ideas and acting them out.</p>	<p>Make and eat ice-cream and ice-lollies. Prepare a picnic. Make edible boats from fruits or cakes. Follow recipes.</p> <p>Use descriptive words to talk about how ice-creams and lollies taste and feel.</p> <p>Talk out about the seaside, sea-life, boats and share what they know.</p> <p>Read more stories with a seaside theme.</p> <p>Sing sea songs and rhymes e.g, 'Baby Shark', 'A sailor went to sea, sea, sea',</p>
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		<p>Nativity production.</p> <p>Talk about Christmas celebrations e.g. gifts, food & decorations, & about sharing and giving.</p> <p>Learn about Christingle</p> <p>Make Christingle Oranges & mince pies.</p> <p>Counting Christmas Tree decorations, describing patterns, colours and shapes.</p>		<p>heritage countries.</p> <p>Read other story books such as: 'Unpoppable' by-Tim Hopgood,</p> <p>'Olive octopus' deep sea ditties' by Giles Andraea</p> <p>'We're the noisy dinosaurs' by-John Watson</p> <p>'Harry and the dinosaurs' by- Ian Whybrow and Adrian Reynolds</p> <p>Explore 2D & 3D shapes when building space rockets, buildings, vehicles & select and combine shapes to make models or small worlds of</p>	<p><u>Phonics:</u> Exploring voice sounds. Hear and say initial sounds in words</p>	<p>'The waves in the Sea go up and down,' 'Five little seashells'.</p> <p><u>Phonics:</u> Revisit phonic knowledge where gaps have been identified. Consolidate phonological awareness and tuning in to sounds.</p> <p>Transition to Primary School Visits to school and visits from new teachers</p> <p>Talk time about school – worries, new routines, uniforms, friends, moving on etc.</p>
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				<p>children's own designs</p> <p>Make mini burgers, garlic bread, cakes and muffins - linked to the café role play.</p> <p>Easter Celebrations...</p> <p>Talk about and join in with familiar Easter traditions. Notice and talk about signs of spring.</p> <p>Maths fun with Easter eggs – counting, sorting, creating and matching patterns, size comparisons.</p> <p>Cooking with chocolate</p>		<p>Writing own names & oral segmenting and blending of simple words.</p> <p>Books about starting school, incl: “Going to School” Usborne First Experiences</p> <p>‘Harry and the Dinosaurs go to school’ by Ian Whybrow</p> <p>‘I’m Going to big School’ by Beth Sarah</p> <p>It’s Good to be me! – celebration of who they are.</p>
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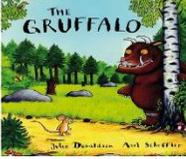
Sharing Easter
Bunny stories

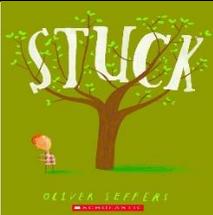
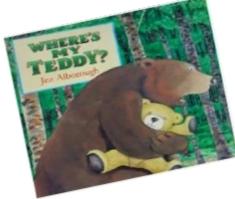
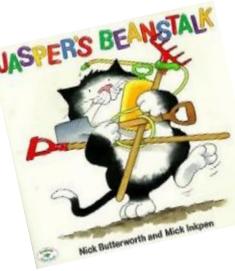
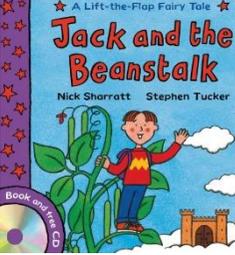
Boston Nursery School

Big Owl's Curriculum Intent- Themes Overview



Communication and Language, Reading (core books & phonics), Maths, Food

<p>Big Owls (Preschool) Cycle B</p> <p>(Revisiting terms 1 & 2 is possible in Cycle B as oldest children will have started Big Owls after Christmas in Cycle A)</p>	<p>See Term 1 Nursery Rhymes, above</p>	<p>See Term 2 Patterns and Celebrations, above</p>	<p>Journey into Space</p> <p>Read 'How to Catch a Star', by Oliver Jeffers.</p>  <p>'The Way Back Home', by Oliver Jeffers.</p>	<p>The Great Outdoors</p> <p>Read 'The Gruffalo'</p>  <p>'Stuck' by Oliver Jeffers.</p>	<p>Traditional Tales</p> <p>Read 'The Little Pigs',</p>  <p>'Little Red Riding Hood',</p>	<p>Growing Bigger Every Day</p> <p>Read 'Jasper's Beanstalk', by Nick Butterworth and 'Jack and the Beanstalk'.</p>
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			 <p>‘Whatever Next?’ by Jill Murphy.</p>  <p>Retell the stories and act them out.</p> <p><u>Phonics:</u> Hear and say initial sounds – s,a,t,p,i,n. Clap syllables in words.</p>	 <p>and ‘Where’s my teddy?’ by Jez Alborough.</p>  <p>Name, organise, categorise and count small sets of objects.</p> <p>Learn about comparative size e.g. big, medium, small when talking about key story characters</p> <p>Make Gruffalo Jaffa cakes,</p>	 <p>‘The Little Red Hen’.</p> <p>Use small world play and role play to act out the stories.</p> <p>Learn about being kind and helpful.</p> <p>Talk about different building materials and how they can be used.</p> <p>Talk about how ingredients change when combined and heated, e.g. in bread.</p>	  <p>Count and compare size, shapes, colours of seeds.</p> <p>Say one number name for one item 0 to 5.</p> <p>Compare quantities of seeds in fruit – ‘more than’,</p>
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		<p>Sing number songs including 'Five little men in a flying saucer', & 'Zoom, zoom, zoom, we're going to the moon.' - know number order to 5; recognise numerals and count amounts up to 5; show finger numbers to 5. Children recite numbers past 5.</p> <p>Explore 2D & 3D shapes when building space rockets.</p> <p>Make fresh lemonade, rocket shape sandwiches, and chocolate biscuits for a picnic on the moon. Make starry night cupcakes.</p>	<p>Gruffalo Crumble, and Teddy bear biscuits. Follow recipes.</p> <p>Learn about using maps, and location vocabulary to go on a Gruffalo trail, or a teddy bear hunt.</p> <p>Read 'We're Going on a Bear hunt', by Michael Rosen & Helen Oxenbury.</p> <p>Exploring positional words such as under, over, on top, next to and through.</p> <p>Begin to describe familiar routes, understand and use positional language (with</p>	<p>Making Pigs in Blankets, and Bread loaves. Follow recipes.</p> <p>Count items from the stories. e.g. 3 little pigs, 3 houses.</p> <p>Develop subtitising for up to 3 items.</p> <p>Learn about weight through bread recipe.</p> <p>Explore weight, length, size, capacity, by exploring loaves of bread, building materials, baskets etc.</p> <p>Select shapes needed for building and talk about sequences -</p>	<p>'fewer than' vocabulary.</p> <p>Measure and compare heights of runner bean plants, using the language of 'tall', 'taller' and 'short', 'shorter'.</p> <p>Make and keep a 'My Bean diary'.</p> <p>Begin to experiment with symbols, marks and numerals.</p> <p>Talk about the lifecycle of plants and how to care for them.</p> <p>Sequence how living things grow, & use sequencing words to show understanding.</p>
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			<p>Follow recipes.</p> <p>Learn new rhymes about space, including: ‘Twinkle, twinkle little star,’; ‘Put on your spacesuit, we’re going to the moon.’; ‘We’re flying to the moon,’</p> <p>Talk about and celebrate Chinese New Year.</p> <p>Taste a range of Chinese food, and try using chopsticks.</p>	<p>little or no pointing).</p> <p>Talk about woodland creatures, including mini-beasts and birds. Ask questions – ‘Where do they live?’, ‘How can we take care for them?’</p> <p><u>Phonics:</u> Spot and suggest rhymes. Alliterative phrases with letter sounds.</p> <p>Easter Celebrations...</p> <p>Talk about and join in with familiar Easter traditions. Notice and talk about signs of spring.</p>	<p>first, then, after...</p> <p><u>Phonics:</u> Exploring voice sounds. Hear and say initial sounds in words</p>	<p>Plant runner bean seeds and other vegetables. Make vegetable soup.</p> <p>Taste a range of fruits and vegetables and find their seeds.</p> <p>Talk about how animals and people grow and change over time too.</p> <p>Learn new vocabulary around plants and growth, animals and their young etc.</p> <p>Read non-fiction books about plants and animals growing.</p> <p>Read story books about children</p>
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				<p>Maths fun with Easter eggs – counting, sorting, creating and matching patterns, size comparisons.</p> <p>Cooking with chocolate</p> <p>Sharing Easter Bunny stories</p>	<p>growing bigger too.</p> <p><u>Phonics:</u> Revisit phonic knowledge where gaps have been identified. Consolidate phonological awareness and tuning in to sounds.</p> <p>Transition to Primary School Visits to school and visits from new teachers</p> <p>Talk time about school – worries, new routines, uniforms, friends, moving on etc.</p> <p>Writing own names & oral segmenting and blending of simple words.</p> <p>Books about starting school, incl: “Going to School” Usborne First Experiences</p>
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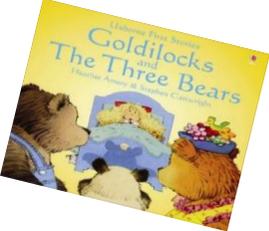
						<p>'Harry and the Dinosaurs go to school' by Ian Whybrow</p> <p>'I'm Going to big School' by Beth Sarah.</p> <p>It's Good to be me! – celebration of who they are.</p>
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Keeping Healthy Overview – Cycle A & B

Autumn Term	Spring Term	Summer Term
<p><u>'Taking Care of Myself' week</u>: introducing issues with community representatives e.g. Boston United FC; PCSOs; Asda; Firefighters etc....</p> <ul style="list-style-type: none"> • Healthy lifestyle choices • Keeping safe when out and about • Fire and bonfire safety • Introducing Oral Health <p>Request consent from peers. I can say 'yes', or I can say 'no'.</p> <p>Story books about oral health read in story times and on videos for website.</p> <p>Information for parents to be put on website & posts on Facebook when relevant.</p> <p><i>All to be ongoing and reinforced throughout the year.</i></p>	<p><u>Online Safety</u> – focus this term then ongoing</p> <p>Feeling Well – visits from health professionals e.g. visitor/nurse/doctor</p> <p>Continuing Oral Health - Story books about oral health + activities & home challenges</p>	<p><u>National Smiles week</u>:</p> <ul style="list-style-type: none"> • Visit from dentist & Oral Health • Foods to promote good oral health • Story books about oral health • Home challenges <p><u>Healthy Eating child & parent workshop</u> including</p> <ul style="list-style-type: none"> - 'Which Food will you Choose?' by Claire Potter and Ailie Busby - children's book about eating foods of all colours - information booklet for parents <p>Sun safety & Summer Holiday safety</p>

Oral Health Texts		Oral Health Texts		Oral Health Texts	
Little Owls	Big Owls	Little Owls	Big Owls	Little Owls	Big Owls
'Brush, Brush, Brush' by Scholastic + 2-minute Toothbrushing song	'Why Should I Brush My Teeth?' by Katie Daynes 'Teeth, Teeth, Let's brush those Teeth', by Sean McAlinder + 2-minute Toothbrushing song	'Brush, Brush, Brush' by Scholastic 'How to Brush your Teeth with Snappy Croc', by Jane Clarke and Georgie Birkett + 2-minute Toothbrushing song	'Why we go to the Dentist' by Rosalyn Clark 'Alan's Big Scary Teeth', by Jarvis + 2-minute Toothbrushing song	Previous books + 'Dentist Trip', by Peppa Pig + 2-minute Toothbrushing song	Peppa Pig – 'Dentist Trip' & 'Tooth Fairy' 'The Shark with no Teeth', by Shoo Rayner + 2-minute Toothbrushing song

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Working Together with Parents (Linking activities for parents to help	Singing Twinkle, Twinkle Little Star. Cutting an apple through the centre to	Talking about your child's favourite colour. Naming colours whilst out and about.	Looking outside at the weather with your child and talk about what it is like. Eg 'Is it raining? Snowing?'	Why not go to the woods and the Zoo? Naming zoo and woodland animals.	Making porridge at home. Telling your child the story of 'Goldilocks and the Three Bears.'	Going out for the day! Come back to school and talk about where you went. (A trip to the park, shops or beach would be fantastic!)

<p>their children learn at home for Preschool)</p> <p><i>Weekly challenges also offer shared learning opportunities to support children to learn at home.</i></p>	<p>reveal a star in the middle.</p> <p>Decorating a boiled egg with your child.</p> <p>Couning how many eyes, ears, noses, mouths you need?</p> <p>Discuss hard boiled eggs and eggs that are not hard boiled.</p> <p>Asking questions like, 'Will the egg shell break if it falls?'</p> <p>Balancing boiled eggs on different</p>	<p>Counting how many red buses can you see?</p> <p>Reading favourite bedtime stories and talking about your child's favourite colour.</p> <p>Making a 'What I like' Diary with your child and read it with them.</p> <p>Making jelly at home. Talking about what it smells like and what it tastes like.</p> <p>Singing favourite Christmas songs.</p> <p>Sharing Christmas stories borrowed from School library.</p>	<p>Making marshmallow snowmen.</p> <p>Go splashing in puddles together, counting how many splashes you make. Making big and small splashes!</p> <p>Singing, 'Its raining, its pouring... ' with your child.</p> <p>Making shape sandwiches.</p> <p>Reading stories about space.</p> 	<p>Drawing favourite animals to bring and show at school.</p> <p>Talking about what food zoo animals eat.</p> <p>Eating some of the same foods as zoo animals ie Bananas, carrots.</p> <p>Talking about what the food tastes like.</p> <p>Going shopping and counting the fruit and vegetables in the shops. Eg counting apples, carrots etc.,.</p>	 <p>Discussing how many bowls, chairs and beds the bears had and the sizes of each item.</p> <p>Making and decorating a gingerbread men biscuits. Chatting with your child about how to make porridge and gingerbread men biscuits.</p>	<p>Eating an ice-cream. and talk about what it tastes like and how cold it is!</p> <p>Looking out for an ice cream van. Encouraging your child to look at the numbers on the van and if you buy an ice cream allow your child to pay with the coins.</p> <p>Reading the names of the lollies advertised on the van to your child so that they know what the lollies are called.</p>
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	sized spoons.					
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Twinkle Twinkle Little Star

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.

Twinkle, twinkle, little star,
How I wonder what you are.

The Grand Old Duke of York

Oh, the grand old Duke of York
He had ten thousand men
He marched them up to the top of the hill
And he marched them down again

And when they were up, they were up
And when they were down, they were down
And when they were only half-way up
They were neither up nor down.

Humpty Dumpty

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Couldn't put Humpty together again.

Incy Wincy Spider

Incy Wincy spider
Climbed up the water spout
Down came the rain
And washed the spider out
Out came the sun
And dried up all the rain.

So Incy Wincy spider
Climbed up the spout again!

Hickory Dickory Dock

Hickory Dickory Dock
Gently bounce your child to the beat
The mouse ran up the clock
Run your fingers up from your child's toes to their chin and give them a tickle
The clock struck one
Clap your hands together once
The mouse ran down
Run your fingers back down to your child's toes and tickle them
Hickory Dickory Dock

Other verses:

The clock struck two
Clap your hands together twice
The mouse went "boo!"
Hide your child's eyes with your hands then pull them away on the word "boo!"

The clock struck three
Clap your hands together three times
The mouse went "weeee!"
Lift your hands up into the air and down again on the word "weeee!"

The clock struck four
Clap your hands together four times
The mouse went "no more!"
Shake your finger on the words "no more!"

Row, Row, Row your boat

Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream

Row, row, row your boat
Gently up the creek If you see a little mouse
Don't forget to squeak!

Row, row, row your boat
Gently down the stream If you see a crocodile
Don't forget to scream!

Row, row, row your boat
Gently to the shore
If you see a lion
Don't forget to roar!

5 Little Men in a Flying Saucer

Five little men in a flying saucer
Flew round the world one day
They looked left and right
But they didn't like the sight
So one man flew away
Wheeeeeeeeeee!!

Four little men in a flying saucer
Flew round the world one day
They looked left and right
But they didn't like the sight
So one man flew away
Wheeeeeeeeeee!!

Three little men in a flying saucer
Flew round the world one day
They looked left and right
But they didn't like the sight
So one man flew away
Wheeeeeeeeeee!!

Two little men in a flying saucer
Flew round the world one day
They looked left and right
But they didn't like the sight
So one man flew away
Wheeeeeeeeee!!

One little man in a flying saucer
Flew round the world one day
He looked left and right
But he didn't like the sight
So one man flew away
Wheeeeeeeeee!

When Goldilocks went to the house of the bears

When Goldilocks went to the house of the bears
Oh what did her blue eyes see?
A bowl that was big
A bowl that was small
A bowl that was tiny and that was all
She counted them: one, two, three.
When Goldilocks went to the house of the bears
Oh what did her blue eyes see?
A chair that was big
A chair that was small
A chair that was tiny and that was all
She counted them: one, two, three.
When Goldilocks went to the house of the bears
Oh what did her blue eyes see?
A bed that was big

A bed that was small
A bed that was tiny and that was all
She counted them: one, two, three.
When Goldilocks went to the house of the bears
Oh what did her blue eyes see?
A bear that was big
A bear that was small
A bear that was tiny and that was all
And they growled at her - ROAR! ROAR! ROAR!

Five Little Snowmen

(To the tune of 5 Little Ducks Went Swimming One Day)
Five little snowmen standing in a row.
(Hold up five fingers; stand up straight like soldier.)

Each had two eyes and a carrot nose.
(Point to eyes; point to nose.)

Along came the sun and shone all day,
(Form sun with hands; wipe sweat from brow.)

And one little snowman melted away.
(Hold up one finger; slowly "melt" to the ground.)

Four little snowmen...
Three little snowmen...
Two little snowmen...
One little snowman...

The Wheels on the Bus

The wheels on the bus go
Round and round,
round and round, round and round
The wheels on the bus go round and round
All day long.

The doors on the bus go,
Open and shut,
Open and shut,
Open and shut.
The doors on the bus go
Open and shut,
All day long.

The horn on the bus goes
Beep, beep, beep,
Beep, beep, beep,
Beep, beep, beep,
The horn on the bus goes
Beep, beep, beep
All day long.

The Driver on the bus says,
"Fares please!
Fares please!
Fares please!"
The Driver on the bus says,

"Fares please!"
All day long.

The babies on the bus go,
"Wah, wah, wah!
Wah, wah, wah!
Wah, wah, wah!"
The babies on the bus go,
"Wah, wah, wah!"
All day long.

The daddies on the bus say,
"Shush, shush, shush!
Shush, shush, shush.
Shush, shush, shush."
The daddies in the bus say,
"Shush, shush, shush!"
All day long.

The mummies on the bus go,
Chatter, chatter, chatter
Chatter, chatter, chatter,
Chatter, chatter, chatter...
The mummies on the bus go,
Chatter, chatter, chatter,
All day long.