

	Autumn		Spring		Summer	
Themes	Nursery Rhymes / Farms / Zoo / Minibeasts / Weather / Autumn / Winter / Christmas		Traditional tales / Spring / The Hungry Caterpillar/ Non-Fiction Human Changes		Castles / Henry VIII / Space / Transport / Australia / Summer (including holidays from the past)	
Hooks, Visits and Visitors	Haybales & Scarecrows Mini wellies/umbrellas and webs Hayley Mills - Bee Hive visit Bread Roll Hedgehogs Welly Walks Walk to the church-Nativity service Father Christmas Walk to the Post Office		Baker/Chef visit (Max) Gingerbread Man making Sea Monkeys Wormery RE visit to church at Easter		Kings and Queens Day Sport Day "Aeroplane trip" to Australia Summer party	
Texts	 Old MacDonald	 The Enormous Turnip	 The Gingerbread Man	 The Three Little Pigs	 The Train Ride	 Whatever Next
Parental engagement	Phonics/ Reading meeting		Mother's Day Assembly		Maths Workshop	



Communication and Language			
Communication and Language is embedded within all elements of the Early Year Foundation Stage’s daily practice. We ensure we explicitly model and explain key vocabulary we desire out pupils to understand and confidently use themselves across the curriculum, setting high expectations to use taught vocabulary and apply them in full sentences. We ensure there is a daily opportunity to listen, learn and engage with high quality texts from different genres, sessions and reading for pleasure separately. Our careful questioning within whole class discussions, small focused groups, engaging with pupils during continuous provision and high-quality play ensures children make rapid progress.			
Area of learning	Autumn	Spring	Summer
Listening, Attention, Understanding / Speaking	<p>Demonstrate they can listen attentively to an adult.</p> <p>Begin to show an understanding of a two-way conversation between an adult and themselves.</p> <p>Begin to demonstrate an understanding to listen and respond to peers in small groups</p> <p>Describe personal events with some detail</p> <p>Engage in story time, begin to respond with relevant comments.</p> <p>Learn rhymes to recite.</p> <p>Begin to use new vocabulary which has been introduced.</p>	<p>Be confident to share their ideas with a familiar adult or small group.</p> <p>Show increasing confidence to share ideas and respond in whole class discussions</p> <p>Understand how to hold a conversation with a familiar adult or peers.</p> <p>Begin to ask questions to clarify understanding.</p> <p>Begin to use more complex sentences using conjunctions</p> <p>Increasing in confidence to use new vocabulary – begin to recall what words mean</p>	<p>Listen attentively to peers and adults, respond with relevant questions / comments</p> <p>Ask questions to clarify understanding</p> <p>Understand how to hold a conversation with a familiar adult or peers.</p> <p>Have the confidence to join in with class, small group and 1:1 discussions.</p> <p>Show an understanding of why things might happen linking to their experiences or that of stories or information</p> <p>Able to recall the meaning of new vocabulary.</p>
Key Vocab each term	<p>weather & seasons – autumn, spring, summer, winter,</p> <p>enormous, incy, drain pipe, wiggly, creep, combine harvester, crops</p> <p>lair, dank, wee, hibernate, temperature, measure, stream, river, lake, pond</p> <p>Nativity – church, Christian, bible</p> <p>Above, below, behind, in front, under, over, beneath</p>	<p>life cycle, chrysalis, frogspawn, tadpole, froglet</p> <p>Recipe, instructions</p> <p>eSafety, online, internet, email</p> <p>root, stem, flower, leaf</p> <p>float, sink, dissolve</p> <p>collage</p> <p>Easter</p> <p>material, texture – rough, hard, smooth, soft, shiny, wood, fabric, plastic, glass, metal</p>	<p>past, now, future</p> <p>transport, vehicle</p> <p>planets, astronaut</p> <p>map, world, globe, earth, land, ocean, ice, desert</p> <p>aboriginal, Australia, country, didgeridoo, boomerang</p> <p>castle, moat, drawbridge, arrow slits, portcullis, battlements</p> <p>disciples</p>



Personal, Social and Emotional Development (PSED)

At Oaklands School, we follow the 'Jigsaw' Scheme, which enables children to explore different emotions, relationships and their understanding of self through texts, circle time, games and interactive activities. Our calm and rich environments support children to build relationships through collaborative play and develop positive behavioural characteristics. Children are encouraged to make healthy choices through trying daily fruit and vegetable snacks as well as through dedicated learning time within our PSED scheme units.

Area of learning	Autumn	Spring	Summer
<p>Self-Regulation (SR), Managing Self (MS), Building Relationships (BR)</p>	<p><u>Being Me in My World</u> Recognise feelings of happy and sad and what this can look like Understand that we use kind hands and feet and this is a good choice. Understand why being kind is important Begin to identify similarities and differences between myself and friends <u>Celebrating difference</u> Recognise what I am good at and what other people are good at. Begin to use and understand the word and what this means Begin to identify similarities and difference in each other</p>	<p><u>Dreams and Goals</u> Understand what a challenge is. Recognise the importance of persevering when faced with a challenge Identify jobs I might like when I am older Knowing when I have achieved a goal <u>Relationships</u> Talk about different roles (responsibilities) in a family Talk about what makes a good friendship. Recognise feelings of upset and angry and what this can look like Talk about how to say no to strangers and understand the importance of stranger danger</p>	<p><u>Changing Me</u> Identify the changes from baby to adult Recognise how change can create positive and negative feelings <u>Healthy Me</u> Recognise and name some parts of the body Talk about what the word 'healthy' means. Recognise some ways to stay healthy – exercise, sleep and food Understand the importance of washing hands and keeping clean</p>
<p>eSafety</p>	<p><u>Self-Image and Identity</u> I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. <u>Online Relationships</u> I can give examples of how I (might) use technology to communicate with people I know</p>	<p><u>Online Reputation</u> I can identify ways that I can put information on the internet. <u>Online Bullying</u> I can describe ways that some people can be unkind online.</p>	<p><u>Managing Online Information</u> I can talk about how to use the internet as a way of finding information online. <u>Health, Wellbeing and Lifestyle</u> I can identify rules that help keep us safe and healthy in and beyond the home when using technology</p>



Physical Development

At Oaklands children explore gymnastics, multi-skills, athletics and dance, giving them a foundation to build on as they move on into Key Stage 1. Within each lesson there is a warm up, taught skill, application of skill and review method lesson parts. In addition to directly taught PE, we encourage children to develop their gross motor skills through our high-quality outdoor learning provision which is available for children to explore daily. We also enjoy showing our best dance moves in our daily morning 'Wake and Shake'. We support children with the development of their fine motor skills through our daily taught Little Wandle Phonics scheme in Reception and providing opportunities for the children to write purposefully across the curriculum. Within our continuous provision we provide opportunities for children to develop their fine motor skill during mark-making, painting and dough activities.

Area of learning	Autumn	Spring	Summer
Gross Motor Skills (GMS)	<p>Fundamental Movement Skills / Gymnastics</p> <p>Demonstrate an understanding of finding a space – being aware of peers and obstacles</p> <p>Show an awareness of different movements to include running, jumping, hopping, rolling, skipping with some control and balance</p> <p>Begin to develop body strength, co-ordination and agility.</p> <p>Begin to explore different jumps including hopping</p> <p>Begin to show some control when balancing on different body parts</p> <p>Begin to make different shapes with their body – (basic gymnastics moves)</p> <p>Get changed for PE with little support</p> <p>Put on own coat and do it up</p>	<p>Multi-Skills / Dance</p> <p>Talk about how their body can move in different ways and how we can make that change, for example, running fast and slow</p> <p>Begin to talk about the effect of fast/slow movements has on their body.</p> <p>Practise skills such as jumping and hopping with more control and balance.</p> <p>Practise a range of ball skills including throwing, catching, kicking, passing, batting and aiming</p> <p>Copy and continue a pattern of basic body actions and rhythms</p> <p>Begin to sequence movements with fluency and grace</p> <p>Get changed for PE independently</p>	<p>Multi-Skills / Athletics</p> <p>Confidently negotiate space around obstacles and others safely.</p> <p>Refine fundamental skills such as running, jumping, hopping, skipping, climbing, throwing, catching</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p>
Fine Motor Skills (FMS)	<p>Have a dominant hand and begin to hold pencil effectively.</p> <p>Form basic shapes/patterns – circle / square / triangle / zig-zag lines to support letter development</p> <p>moving on to letters in line with phonics taught</p> <p>Holds scissors with one hand, confidently cut snips, along a straight line.</p> <p>Begin to use a knife and fork correctly.</p> <p>Thread large beads</p>	<p>Demonstrating an ability to write letters in line with phonics taught</p> <p>Use scissors to cut along zig-zag and curved lines</p> <p>Use a knife to cut food independently</p> <p>Thread small beads</p>	<p>Hold a pencil using a tripod grip (thumb, index and middle finger)</p> <p>Letters to be formed clearly in line with school policy.</p> <p>Uses scissors accurately and confidently to cut straight, curved lines and large and small shapes</p>

Reading and Writing

From the beginning in EYFS we instil curiosity and enjoyment around texts whilst supporting children developing key decoding and comprehension skills to help them flourish into KS1 and beyond. In EYFS and KS1 we follow Little Wandle Phonic scheme. We introduce children to graphemes and within our daily phonics sessions build towards reading tricky words, sentences and practising the skill of segmenting and spelling words through writing. In addition to our daily phonics sessions, we participate in three guided reading session weekly focusing on; decoding, prosody and comprehension. Each EYFS class has a calming, bright and comfortable reading corner filled with high quality texts from different genres accessible to the children.

Area of learning	Autumn	Spring	Summer
Phonics	<p>Phase 2 Recall taught phonemes s/a/t/p/i/n/m/d/g/o/c/k/e/u/r/h/f/b/l/j/v/w/x/y/z/ and some digraphs qu/sh/ch/th/ng/nk/ff/ll/ss/zz/ Form taught graphemes using formation phrases Read and write CVC words / captions consisting of taught phonemes. Read taught tricky words: I, is, the, put, pull, his, has, her, go, no, and, as, into, to, she, push, he, of, we, me, be</p>	<p>Phase 3 Recall taught digraphs ai /ee/ igh/ oa /oo /oo /ar /or/ ur ow /oi/ ear/ air/ er/ dd /mm/ tt/ bb /rr /gg /pp /ff/ Form taught graphemes using formation phrase Read and write words consisting of phonemes and digraphs taught Read taught tricky words: was, you, they, my, by, all, are, sure, pure,</p>	<p>Phase 4 Recall all the phonemes for each letter of the alphabet and some diagraphs and apply this in reading books at appropriate stage Read tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today, Write recognisable well-formed letters. Write a simple sentence which can be read by adults. Write words containing taught vowel digraphs and beginning to write some CCVC / CVCC words</p>
Key texts / rhymes	<p>Baa Baa Black sheep Old MacDonald Incy Wincy Spider Wiggly Woo Here is the beehive The animals went in two by two The Enormous Turnip Stick Man Bear Snores on 5 Cheeky Monkeys 5 Little Monkeys 10 in a bed AUTHOR FOCUS: MARTIN WADDELL</p>	<p>Gingerbread Man The 3 Little Pigs Jack and the Beanstalk Jaspers Beanstalk The Very Hungry Caterpillar AUTHOR FOCUS: ERIC CARLE</p>	<p>Zog The Naughty Bus The Train Ride Whatever Next Dairy of a Wombat AUTHOR FOCUS: KES GREY</p>



		Reading and Writing (continued)	
Area of learning	Autumn	Spring	Summer
Literacy <i>Comprehension (C) / Word Reading (WR) / Writing (W)</i>	<p>Comprehension Retell known familiar nursery rhymes Recall favourite parts of a book read to them. Begin to use taught new vocabulary in activities Predict how a story might end. Begin to show an understanding of the beginning, middle and end of a story. Identify key events, main characters and settings in a story. Retell a simple event.</p> <p>Word Reading Recognise own name Can orally blend to identify a given object/picture/action Identify when an adult reads with prosody and begins to use themselves.</p> <p>Writing Write first name with most letters formed correctly Write labels, lists and captions Orally segment words Write CVC words, (initial, middle, end sounds) Write simple captions beginning to show an awareness of finger spaces Write some taught tricky words (in line with phonics scheme) Begin to hold pencil effectively</p>	<p>Comprehension Begin to retell familiar stories which have been read to them by selecting key parts.</p> <p>Use taught vocabulary in correct contexts and begin to enquire about meaning of new words.</p> <p>Understands how a non-fiction book is different to a story.</p> <p>Word Reading Read simple sentences by blending and recognising tricky words (in line with phonics taught) Read with increasing prosody</p> <p>Writing Write name with all letters formed correctly Write simple sentences beginning to form narratives and innovate familiar stories. Identify capital letters and full stops and begin to use in own writing Begin to write different genres, for example, non-fiction, recipes, letters,</p>	<p>Comprehension Confidently retell familiar stories they have read or have been read to them. Predict what might happen in an unfamiliar story. Recall all the phonemes for each letter of the alphabet and some digraphs and apply this in reading books at appropriate stage Write recognisable well-formed letters. Write a simple sentence which can be read by adults.</p> <p>Word Reading Says a sound for each letter of the alphabet and recognises at least ten digraphs Read sentences, in line with taught phonics, with more fluency. Read with prosody</p> <p>Writing Beginning to write more complex sentences using the word 'and' Use capital letters and full stops and beginning to use question marks and exclamation marks Begin to show awareness of the reader when writing in different genres.</p>

Mathematics

At Oaklands we follow the White Rose scheme which begins in Foundation Stage. We begin to understand and use numbers to 20 and beyond. We ensure children are confident using and applying maths in their play. We explore numbers through play, song and stories and use a variety of equipment to support their learning. Children are taught concepts such as measure and shape by exploring, comparing and spotting patterns around them. Although maths teaching sessions take place daily, our maths learning continues throughout the day within our indoor and outdoor provision.

Area of learning	Autumn	Spring	Summer
Number (N) / Numerical Pattern (NP)	<p>Block 1 Match, Sort and Compare Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques and rules Compare amounts</p> <p>Block 2 Talk about Measure and Patterns Compare size, mass and capacity Explore, copy, continue and create simple patterns</p> <p>Block 3 - It's Me 1,2,3 Find, subitise, and represent 1,2,3 1 more and 1 less Composition of 1,2,3</p> <p>Block 4 -Circles and Triangles Identify, name and compare circles and triangles Look at shapes in the environment Describe position</p> <p>Block 5 -1,2,3,4,5 Find, subitise, and represent 1,2,3,4,5 1 more and 1 less Composition of 1,2,3,4,5</p> <p>Block 6 – Shapes with 4 sides Identify and name and compare shapes with 4 sides Combine shapes with 4 sides Identify shapes in the environment Talk about their daily routine Compare day and night</p>	<p>Block 1 – Alive in 5 Introduce 0 Find, subitise and represent 0-5 1 more, 1 less Composition of numbers to 5 Conceptual subitising to 5</p> <p>Block 2 – Mass and Capacity Compare mass Find a balance Explore and compare capacity</p> <p>Block 3 – Growing 6,7,8 Find, represent and the composition of 6,7,8 1 more, 1 less Make pairs – odd and even numbers Double to 8</p> <p>Block 3 – Length, Height and Time Explore and compare length and height Talk about time Order and sequence time</p> <p>Block 4 – Building 9 and 10 Find, compare, represent, subitise and composition of numbers 1-10 1 more, 1 less Bonds to 10 (2 parts) Bonds to 10 (3 parts) Make arrangements of 10 Doubles to 10 Explore even and odd</p> <p>Block 5 – 3D shapes Recognise and name 3d shapes Find 2d shapes within 3d shapes Use 3d shapes for tasks Find 3d shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p>	<p>Block 1 – To 20 and beyond Build numbers beyond 10 Continue patterns beyond 10 Verbal counting beyond 20</p> <p>Block 2 – How Many Now? Adding and taking away</p> <p>Block 3 – Manipulate, Compose and Decompose Select shapes for a purpose Rotate and manipulate shapes Explain shape arrangements Compose and decompose shapes Copy 2d shape pictures Find 2d shapes within 3d shapes</p> <p>Block 4 – Sharing and grouping Explore sharing and grouping Even and odd sharing Play with and build doubles</p> <p>Block 5 – Visualise, Build and Map Identify units of repeating patterns Create and explore own pattern rules Replicate and build scenes and constructions Visualise and describe different positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations</p> <p>Block 6 – Make Connections Consolidation</p>



Understanding the World			
<p>Within foundation stage we ensure consistent and meaningful coverage of Science, Geography, History, PSHE and RE across the academic year with exciting links to our topic's texts. We encourage first hand observations and experiences within these areas of the curriculum so children can make sense of their learning, the world around them and to promote retainment of knowledge. We ensure we share with the children the subject of learning we are exploring within 'Understanding the World' so children can make sense of and attach meaning to the concepts 'science' history' and 'geography' before starting KS1.</p>			
Area of learning	Autumn	Spring	Summer
Past and Present (PP) / People, Culture and Communities (PCC) / The Natural World (TNW)	History Talk about our families and other important people in our lives. Including those at school. How these people are of different ages with different experiences	Talk about personal history and how they have changed since a baby.	History Name some similarities and differences between things in the past and now, using own experiences and from stories, books and artefacts. Make comments on familiar situations from the past Make comparisons between characters in stories including figures from the past.
	Geography Begin to understand the immediate school environment, identify where key places are, hall, playground, Headteachers office, cookery room. Begin to identify features of the local area. Identify similarities and differences to this area and others (**addressed through walk to the post office to post Santa's letters) Begin to talk about / draw maps to help with recall familiar stories Talk about what can be seen on the route to school	Geography Compare the seasonal changes and describe features Planning a journey Inc. use of Bee Bots Using positional language to describe where an object or place is.	Geography Looking at maps in more detail, use a map with support to follow a route around school. Introduce Google maps and look at the differences in colours and what they mean Explain some similarities and differences between life in this country and life in other countries and between different environments.
	Science Make relevant comments as they explore the immediate school outside area Name the season and begin to describe how that looks/feels. Use their senses to describe the seasonal changes as they explore outside Begin to show an understanding that seasons change and how this looks Begin to show an understanding of a fair test and what this involves: predict, carry out, record over time and conclude (hot water bottle experiment)	Science Explore and make comments on how states can change for example – chocolate melting (Easter nests) (Gingerbread Man water) Begin to name the parts of a daffodil Understand and talk about some important processes and changes in the natural world (life cycles) Begin to talk about different materials and those best suited for different jobs.	Science Confidently explore natural world, make relevant observations and draw pictures of animals and plants Begin to predict and sort objects into those that float and sink. Begin to show an understanding of outer space and name some planets



	Talk about features and seasonal changes of the oak tree that grows on our school grounds.		
Understanding the World (continued)			
Area of learning	Autumn	Spring	Summer
	<p>RE Show an awareness that people have different beliefs and celebrate times in different ways Understand that some people celebrate different festivals. Begin to understand why Harvest is celebrated Begin to show an understanding that Christians believe that Christmas is a time to celebrate the birth of Jesus. Begin to retell the Christmas story.</p>	<p>RE Share an understanding that some places are special to different people Begin to recognise that places have different meanings for people Identify places which are special to them Begin to understand that Christian’s special place is a church. Begin to understand why people celebrate Easter and what this means to Christians</p>	<p>RE Can recall some similarities and differences between different religious / cultural communities Begin to recall stories about Jesus: (The house upon a rock / Creation story) The importance of his disciples and what this means.</p>
	<p>Computing Begin to talk about different forms of technology Begin to show an understanding on different computing equipment: microscope, digital cameras, learn pads, talking tins, microphones. For online safety see PSED</p>	<p>Computing Begin to show an understanding how to programme a floor robot Show an understanding how to turn chrome book on Use programming apps (2Go) on Chrome books to show an understanding on making things happen. For online safety see PSED</p>	<p>Computing Use programmes on Chrome books to support learning in other areas. For online safety see PSED</p>
MFL			
Children at Oaklands are exposed to a new foreign language early on in their school journey. We have a specialist teacher come into Foundation Stage every week to explore the idea of talking and singing in another language.			
Area of learning	Autumn	Spring	Summer
	<p>Spanish Introduction to Spain and ‘Spanish’. Songs and games linked to simple Spanish greetings. Colours</p>	<p>Spanish Songs and games linked to parts of the body. Familiar children’s songs in Spanish</p>	<p>Spanish Transport and numbers.</p>



Expressive Arts and Design					
At Oaklands we provide the children plenty of adult led and self-initiated activities to explore materials and techniques to experiment with shape, texture, colour, design and function. As a school we follow the Charanga music scheme, this enables children to listen to high quality recorded music and share their opinions and reflections, playing games to feel the pulse, learning different rhymes to sing and exploring playing a range of instruments.					
Area of learning	Autumn		Spring		Summer
Creating with Materials (CM) / Being Imaginative and Expressive (BIE)	Drama / storytelling Add storylines to their small world / imaginative roleplay Use story maps to retell familiar nursery rhymes		Drama / storytelling With increasing confidence will engage in retelling a familiar traditional tale		Drama / storytelling Use a variety of props and voices to engage in role-play and storytelling.
	Music – Me <ul style="list-style-type: none"> Nursery Rhymes and action songs. Clapping the rhythm Exploring voices Talk about favourite songs Join in singing familiar songs Explore and engage in music making / dancing opportunities Begin to perform / sing in front of others.	Music - My Stories <ul style="list-style-type: none"> Moving to the pulse Using imagination Learn songs from memory	Music – Everyone <ul style="list-style-type: none"> Finding the pulse Performing to others. With increasing confidence share an understanding of musical elements – introduction to high and low sounds (pitch) in music they hear and with their voices	Music - Our World <ul style="list-style-type: none"> Develop skills on variety of instruments Practise playing along with the pulse Playing simple rhythms on instruments	Music - Exploring Voice and Instruments (Big Bear Funk) <ul style="list-style-type: none"> Finding the pulse in different ways. Exploring voices and instruments related to pitch. Use instruments (triangle, tambour, tambourine, maracas, claves) to copy and find the beat (pulse) Have increasing confident to perform songs/stories to others. Begin to tell others what they liked about their performance.



Expressive Arts and Design (continued)

Area of learning	Autumn	Spring	Summer
	<p>Art Name colours. Paint a self-portrait using ready mixed paint. Begin to know skills to apply when painting, e.g. thick brush for large area, thin brush for detail) Print pictures using fruit and vegetables. Explore the properties of play dough and use tools safely. Begin to explore hole punch and threading techniques. Explore Salt dough to make a Christmas decoration</p>	<p>Art Learn about the technique of ripping paper to make a collage, choose different materials to create features of Gingerbread Man. Use card to make a 3D pig mask. Consider different methods how paper and card need to be joined Explore powder paint and begin to understand how to do so appropriately e.g. adding a small amount of water to begin Explore colour mixing by mixing yellow and blue to make shades of green for leaves. Look at artists work (Vincent Van Gogh) recreate the painting 'Sunflowers' talk about the different media he used and the different shades. Explore the properties of clay and manipulate it, thinking about how much pressure to apply. Making caterpillar on a leaf</p>	<p>Art Explore water colours and begin to understand how to do so appropriately e.g. cleaning the brush between colours. Explore the technique of marbling using marbling inks Explore art around the world and different techniques - Rover Thomas Australian Aboriginal artist. Show further understanding of collage by selecting materials with thought and explaining why they have been chosen.</p>
	<p>DT Uses scissors safely to cut along straight lines Use their senses to explore foods linked to learning, e.g. honey, pumpkins Attach materials to a stick to create their own stick man. Talk about what us best to join. Begin to name and show an awareness of kitchen tools and equipment when making a hedgehog bread roll. Plan / Do / Evaluate - Sock Snowman Explore PVA and glue sticks to understands the difference between them Draw a picture and label their snowman. Explore different fillings for the sock snowman. Select the right glue to join the materials. Talk about what they like about their snowman and what, if any they would change.</p>	<p>DT Uses scissors safely to cut along zig-zagged and curved lines Begin to explore how to make bridges what materials are needed, what makes a good structure? Follow recipe to make gingerbread man biscuit / chocolate nests Use simple kitchen equipment incl scales, Show an understanding of kitchen safety knives, ovens Plan / Do / Evaluate – Fruit kebab Explore and describe a range of fruits using senses. Draw their fruit kebab design. Show an understanding of how to use kitchen tools and equipment safely.</p>	<p>DT Use scissors safely to cut various shapes and materials Plan / Do / Evaluate – Junk model boat Draw and label a picture of their boat Talk about why they are selecting such materials / boxes for their boat Demonstrate an understanding of using masking tape and Sellotape Talk about what or why they would change if they made it again.</p>