Traditional Tales	21 st -24 th Feb	27 th Feb- 3 rd March	6 th March- 10 th March	13 th March- 17 th March	20 th March- 24 th March	27 th – 31 st March
Book Focus	Control Heret Favoures sales	Cost Crute	Conditions	Goldiocts and the Three Bears	Cudybird First favourite Tatts	Condybird First Farsurite Tales
Key vocabulary	Traditional Tale, Goat, grass, troll, bridge, trip Trapping, medium, bug, little, river, field,	Traditional Tale, Goat, grass, troll, bridge, trip Trapping, medium, bug, little, river, field,	Goldilocks, Bear, hot cold, hard. Soft, chair, Porridge, bed, large, medium, small, Daddy Bear, Mummy Bear, Baby Bear, spoon, bowl, cottage, Forest,	Goldilocks, Bear, hot cold, hard. Soft, chair, Porridge, bed, large, medium, small, Daddy Bear, Mummy Bear, Baby Bear, spoon, bowl, cottage, Forest,	Gingerbread Man, Little Old Man, Little Old Woman, baked, oven, pig, cat, cow, dog, girl, boy, swam, fox, hen, horse, run, River	Gingerbread Man, Little Old Man, Little Old Woman, baked, oven, pig, cat, cow, dog, girl, boy, swam, fox, hen, horse, run, River
Literacy/ CL	<section-header>Design, label and build your own Bridge for the Goats to cross. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. 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. Write recognisable letters, most of which are correctly formed introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to 'Every-day Toolkit'. Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary</section-header>	Make a Wanted Poster for the Troll. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. Write recognisable letters, most of which are correctly formed introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to 'Every-day Toolkit'.	Instruction Writing to make Porridge Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. Write recognisable letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to 'Every- day Toolkit'. Instruction Writing – Learn and retell simple instructions Children to learn that instructions use: -A title -Time connectivesShort, clear direct sentences -Imperative (bossy) language	Create your own ending to the story. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. Write recognisable letters, most of which are correctly formed introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to 'Every- day Toolkit'. Retell simple 5- part story: 1.Once upon a time 2.First/Then /Next 3.But 4.So/Finally 5.Happily, ever after NB: This will be revisited throughout the year Recount writing – Learn and retell simple recounts Children to learn that recounts: -Retell experiences in sequence -Use the past tense -Use time connectives	Story sequencing. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. Write recognisable letters, most of which are correctly formed introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to 'Every-day Toolkit'. Retell simple 5- part story: 1.Once upon a time 2.First/Then /Next 3.But 4.So/Finally S.Happily, ever after NB: This will be revisited throughout the year	Recount of Gingerbread man making. Write recognisable letters, most of which are correctly formed introduction to capital letters, finger space. and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and ful stops. Introduction to 'Every-day Toolkit'. Recount writing – Learn and retell simple recounts Children to learn that recounts: - Retell experiences in sequence -Use the past tense -Use time connectives NB: This will be revisited throughout the year
	Together Generate	Enquire Generate	Generate Aspire	Generate Aspire	Aspire	Aspire Generate
Phonics	Teach: ai, ee,igh, oa Tricky words review Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound- blending; - Read aloud simple sentences and books that are consistent with their phonic	Teach: oo, oo, ar, or. Tricky words: was, you, they Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound- blending; - Read aloud simple sentences and books that are consistent with their phonic	Teach: ur, ow, oi, ear Tricky words: my, by, all Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Teach: air, er, double letters bb, rr, gg, dd,pp,ff, tt Tricky words: are, sure and pure Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are	Teach: longer words- sunshine, laptop, picnic, Tricky word review Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent	Assessment Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

	knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspo-ndences Read a few common exception words matched to the school's phonic program me. Read some letter groups that each represent one sound and say sounds for them Read words consistent with phonic knowledge by sound blending	knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspo-ndences Read a few common exception words matched to the school's phonic program me. Read some letter groups that each represent one sound and say sounds for them Read words consistent with phonic knowledge by sound blending	Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspo- ndences Read a few common exception words matched to the school's phonic program me. Read some letter groups that each represent one sound and say sounds for them Read words consistent with phonic knowledge by sound blending	consistent with their phonic knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspo- ndences Read a few common exception words matched to the school's phonic program me. Read some letter groups that each represent one sound and say sounds for them Read words consistent with phonic knowledge by sound blending	with their phon some common Write recogniss are correctly fo identifying sour representing th letters; - Write sentences that Demonstrate un been read to th narratives using recently introdu Hold a pencil ej fluent writing – almost all cases tools, including cutlery; Read individual for them Blend read short word sound correspo common excep school's phonic letter groups th and say sounds Read words cor knowledge by s
	Aspire Together	Aspire Together	Aspire Together	Aspire Together	Aspire
Kinetic Letters	Kinetic Letters	Kinetic Letters	Kinetic Letters	Kinetic Letters	Kinetic Lett
	Focus: Strength & Dexterity	Focus: Strength & Writing position	Focus: Strength & Writing position	Focus: Strength and Dexterity Focus:	Focus: Stre
	Focus: Single Letters	Focus: Single Letters Focus	Focus: Single Letters Focus	Pairs & Numbers Focus: Pencil	Focus: Pair
	Focus: Pencil Pick- Up routine Focus: Flow Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Write recognisable letters, most of which are correctly formed; Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips	Pencil Pick-up routine Focus:Flow Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Write recognisable letters, most of which are correctly formed; Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips	Pencil Pick-up routine Focus:Flow Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Write recognisable letters, most of which are correctly formed; Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips	Checks Focus: Snuggling Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Write recognisable letters, most of which are correctly formed; Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips	Pencil Chec Hold a pencil ej fluent writing – almost all cases tools, including cutlery; Write recognisc are correctly fo Use core muscl posture when s the floor. Good means feet on a chair and forea posture when s legs crossed, sh placing belly ow
	Resilience	Restlence Aspire	Aspire	Resilience Aspire	Resilience
Maths	Counting Number: Have a deep understanding of numbers up to 10. Count objects, actions and sounds. Count beyond 10 Links numeral with cardinal number value Verbally count beyond 20	Patterns Numerical patterns: Explore and represent patterns within numbers up to 10. Use vocabulary of sharing and halving Share fairly through practical activities, splitting objects into two equal groups Be aware that the original quantity remains unchanged but it has been shared or halved equally Begin to solve problems involving sharing and halving	Measuring lengths and heights rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Use vocabulary of sharing and halving Share fairly through practical activities, splitting objects into two equal groups Be aware that the original quantity remains unchanged but it has been shared or halved equally Begin to solve problems involving sharing and halving	Capacity - developing language rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. <i>To compare length, weight, time and capacity</i>	2D Shapes rich opportu their spatial rea of mathematics measures Combine shape select, rotate an Describe the pr shapes Develop relationships be Compose and a shapes within s skills to create a

their phonic knowledge, including common exception words. e recognisable letters, most of which correctly formed; - Spell words by tifying sounds in them and esenting the sounds with a letter or ers; - Write simple phrases and ences that can be read by others. onstrate understandina of what has n read to them by retelling stories and atives using their own words and ntly introduced vocabulary; l a pencil effectively in preparation for t writing – using the tripod grip in ost all cases; - Use a range of small including scissors, paint brushes and

individual letters by saying the sounds hem Blend sounds into words Begin to I short words made up of known letter ad correspo-ndences Read a few mon exception words matched to the ol's phonic program me. Read some or groups that each represent one sound say sounds for them d words consistent with phonic

vledge by sound blending



cus: Strength and Dexterity cus: Pairs & Numbers Focus:

ncil Checks Focus: Snuggling I a pencil effectively in preparation for nt writing – using the tripod grip in post all cases; - Use a range of small s, including scissors, paint brushes and

e recognisable letters, most of which correctly formed;

core muscle strength to achieve a good ure when sitting at a table or sitting on floor. Good posture when at the table ns feet on the floor, bottom to back of r and forearms resting on table. Good ure when sitting on the floor means crossed, shifting weight to hips and ing belly over hips



ch opportunities for children to develop r spatial reasoning skills across all areas athematics including shape, space and

bine shapes to create new ones – ct, rotate and manipulate e shapes cribe the properties of 2D and 3D bes Develop an awareness of the tionships between shapes. E.g. pose and decompose shapes to see the bes within shapes Use spatial reasoning is to create and solve problems Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;

Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspo-ndences Read a few common exception words matched to the school's phonic program me. Read some letter groups that each represent one sound and say sounds for them Read words consistent with phonic knowledge by sound blending



Kinetic Letters Focus: Strength and Dexterity Focus: Pairs & Numbers Focus: Pencil Checks Focus: Snuggling

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;

Write recognisable letters, most of which are correctly formed;

Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips



3D Shapes

... rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

Combine shapes to create new ones – select, rotate and manipulate e shapes Describe the properties of 2D and 3D shapes Develop an awareness of the relationships between shapes. E.g. Compose and decompose shapes to see the shapes within shapes Use spatial reasoning skills to create and solve problems

	Aspire Enquire	Aspire Enquire	Aspire Enquire	Aspire Enquire	Redieve
PSED	I understand that I need to exercise to keep my body healthy. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices	I understand how moving and resting are good for my body. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices	I know which foods are healthy and not healthy and can make healthy eating choices. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices	I know how to help myself go to sleep and I understand why sleep is good for me. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices	I can wash m thoroughly a why this is in before I eat the toilet. Manage their ow personal needs, in the toilet and und importance of he Completes most s minimal adult su activities without Manage own bas
	Responsibility Generate	Responsibility		Responsibility Aspire Enquire	needs Understan healthy choices
RE	Story of Owl babies - new life focus Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) Can talk about different life cycles Understands the need to respect and care for the natural environment and all living things	Baby animals Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Can talk about different life cycles Understands the need to respect and care for the natural environment and all living things	Easter Story Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; religious celebrations and being to explain what might happen during these celebrations Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Comments on pictures of a wide range of celebrations	Easter Story Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; religious celebrations and being to explain what might happen during these celebrations Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Comments on pictures of a wide range of celebrations	Stained Glas Know some simile between differen communities in tl their experiences in class; Participate in smo one discussions, c using recently int religious celebrat what might happ celebrations Know some simile between things in drawing on their been read in class Comments on pic celebrations;
	Tolerance	Responsibility	Tolerance Respect	Tolerance	E
UW	Museum visit- recycling Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Talks about differences between materials and changes they notice Explores the natural world around them, making observations and drawing pictures of animals and plants	Past and Present- changes in ourselves Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and	Recycling-Looking after our world Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Talks about differences between materials and changes they notice Explores the natural world around them, making observations and drawing pictures of animals and plants	Fossils Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Food chains Share their creat process they hav - Manage their or personal needs, i the toilet and un- importance of he Can say what pla talk about different



vash my hands ughly and understand his is important especially e I eat and after I go to

their own basic hygiene and needs, including dressing, going to and understanding the nee of healthy food choices es most self-care tasks with adult support Can complete new without needing adult support own basic hygiene and personal aderstand the importance of choices



d Glass Crosses

ne similarities and differences different religious and cultural ities in this country, drawing on eriences and what has been read

te in small group, class and one-toissions, offering their own ideas, ently introduced vocabulary celebrations and being to explain int happen during these

me similarities and differences things in the past and now, on their experiences and what has d in class

ts on pictures of a wide range of



Food chains where their creations, explaining the process they have used; Manage their own basic hygiene and personal needs, including dressing, going to he toilet and understanding the mportance of healthy food choices. Can say what plants need to survive Can alk about different life cycles Understands



I know what a stranger is and how to stay safe if a stranger approaches me.

Explain the reasons for rules, know right from wrong and try to behave accordingly; Begin to talk about examples of own or others' appropriate behaviour Begin to understand how to make appropriate choices and why Identify and moderate their own responses socially and

emotionally.



Easter Cards and Bonnets

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

Participate in small group, class and one-toone discussions, offering their own ideas, using recently introduced vocabulary; 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. religious celebrations and being to explain what might happen during these celebrations

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Comments on pictures of a wide range of celebrations Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc



Habitats- explore and create. - Explore the natural world around them, making observations and drawing pictures of animals and plants; Talks about differences between materials and changes they notice Explores the natural world around them, making observations and drawing pictures of animals and plants

		1			1 .
	Talk about local environments	events encountered in books read in class and storytelling. Can identify similarities and differences between homes in our country Can identify similarities and differences between homes in other countries Explains how life may be different for other	Talk about local environments	Talks about differences between materials and changes they notice Explores the natural world around them, making observations and drawing pictures of animals and plants	the need to res environment au Understand the on the natural when and how
	Rule of Law	children Make comparisons between life for			
		children in different countries			
	Reportative Together	Enquire	Rule of Law Together	Enquire Aspire	Province
EAD	Owl babies- use different	Pastel drawings of dinosaurs	Act out the story of Crunch munch	Fossil making with salt dough	Create a cl
	materials to make an owl baby	Safely use and explore a variety of materials, tools and techniques, experimenting with	dinosaurs lunch using role play and	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,	represent
	Safely use and explore a variety of materials, tools and techniques, experimenting with	colour, design, texture, form and function; -	imagination.	texture, form and function; - Share their creations,	Share their cre process they h
	colour, design, texture, form and function; -	Share their creations, explaining the process	Invent, adapt and recount narratives	explaining the process they have used;	- Manage their
	Share their creations, explaining the process	they have used; Explore the natural world around them,	and stories with peers and their	Build simple models using a variety of resources	personal needs
	they have used; - Make use of props and materials when role playing characters in	making observations and drawing pictures of	teacher;	Build models which replicate those in real life using a variety of resources	the toilet and u importance of
	narratives and stories.	animals and plants; Begin to show accuracy and care when	Perform songs, rhymes, poems and	Manipulates clay (rolls, cuts, squashes, pinches,	Explores the no
	Join items with masking tape with support Join items in a variety of ways independently –	drawing.	stories with others, and – when	twist etc.) Makes a model using clay	making observe of animals and
	masking tape, Sellotape, string, ribbon etc	Draws potato people (no neck or body) Draws people with increasing detail (bodies with limbs	appropriate – try to move in time with music		Understand the
		and additional features) Children can draw	Demonstrate understanding of what has been read		on the natural when and how
		simple things from memory Children begin to draw self-portraits, landscapes and	to them by retelling stories and narratives using		Can say what p
		buildings/cityscapes	their own words and recently introduced vocabulary;		talk about diffe
			Understand the past through settings, characters		environment a
			and events encountered in books read in class and storytelling.		Draw designs b to add labels to
			Use experiences and learnt stories to develop		creations, explo
			storylines in their pretend play Invent, adapt and recount narratives and stories with peers and their		used
			teacher Take part in simple pretend play, using an		
			object to represent something else even though		
			they are not similar Make use of props and materials when role playing characters in		
			narratives and stories		
	Enquire	Generate	Generate	Generate	Together
Music	Listen and Respond - Lovely Day	Listen and Respond - Beyond The	Listen and Respond - Mars from The	Listen and Respond - Frogs' Legs and	Listen and
	performed by Bill Withers	Sea sung by Robbie Williams	Planets by Gustav Holst	Dragons' Teeth by Bellowhead	Mountain I
	Explore and Create- Using the	Explore and Create- Create your	Explore and Create- Explore high	Explore and Create- Rhythm games	Marvin Gay
	games track, find the pulse in	own sounds (improvisation and	and low (pitch and improvisation	(copycat)	Explore and
	different ways	composition with voices and/or	with voices)	Sing and Play - Listen to, sing along	high and lo
	Sing and Play - a. Learn to sing and	instruments)	Sing and Play - a. Learn to sing and	with and play with the action songs:	improvisat
	play Old Macdonald	Sing and Play Listen to, sing along	play Old Macdonald	The Hokey Cokey Share and Perform-	Sing and Pl
	Share and Perform- Share what	with and play with the action song	Incy Wincy Spider	Share what you have learnt in the	and play nu
	you have learnt in the lesson	The Wheels On The Bus	Baa Baa Black Sheep	lesson	Row, Row
	Sing a range of well-known	Share and Perform- Share what	Share and Perform- Share what you	Sing a range of well-known nursery	Perform- S
	nursery rhymes and songs;	you have learnt in the lesson	have learnt in the lesson	rhymes and songs; Perform songs,	learnt in th
	Perform songs, rhymes, poems	Sing a range of well-known	Sing a range of well-known nursery	rhymes, poems and stories with	Sing a rang
	and stories with others, and –	nursery rhymes and songs;	rhymes and songs; Perform songs,	others, and – when appropriate – try	nursery rhy
	when appropriate – try to move in	Perform songs, rhymes, poems	rhymes, poems and stories with	to move in time with music.	Perform so
	time with music. sing the pitch of a tone sung by another person	and stories with others, and –	others, and – when appropriate – try	sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own,	and stories
	('pitch match') Sing in a group or on their own, increasingly matching the pitch and following	when appropriate – try to move in time with music.	to move in time with music	increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes	when appr in time with
L	meredonigh matering the pitch and following	l	1	1	1

respect and care for the natural t and all living things the effect of changing seasons ral world around, discussing ow things grow



class food chain to It the dinosaur's diet

creations, explaining the y have used; eeir own basic hygiene and eds, including dressing, going to ad understanding the of healthy food choices.

ervations and drawing pictures and plants

the effect of changing seasons ral world around, discussing ow things grow

It plants need to survive Can ifferent life cycles Understands respect and care for the natural t and all living things

s before making models Begin s to designs Share their

plaining the process they have



Easter bonnet making

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; 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; Join items with masking tape with support Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc



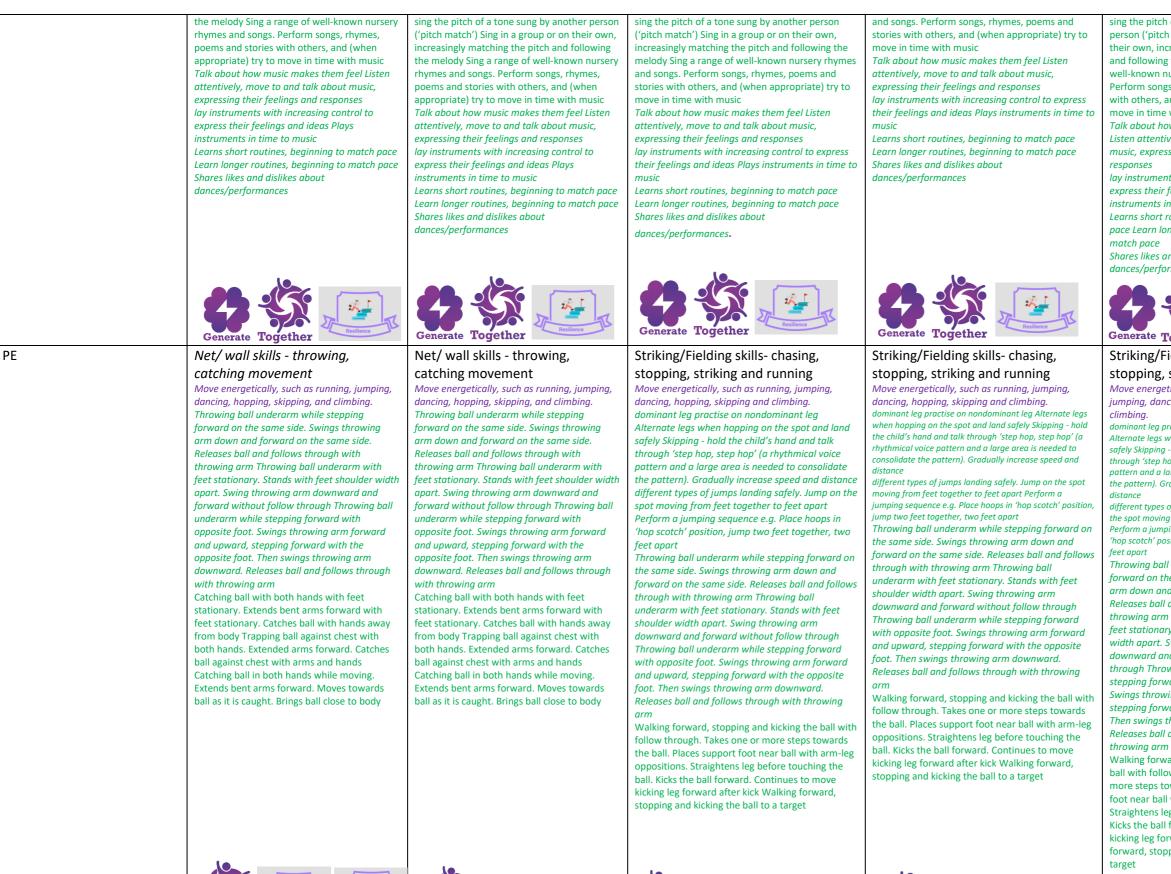
nd Respond - Ain't No n High Enough sung by Gaye and Tammi Terrell and Create- Explore low (pitch and ation with voices) Play - Learn to sing nursery rhyme/s Row, w Your Boat Share and - Share what you have the lesson

inge of well-known hymes and songs; songs, rhymes, poems ies with others, and – propriate – try to move vith music.



Listen and Respond - Singing In The Rain performed by Gene Kelly Explore and Create- Using a games track, find the pulse in different ways Sing and Play - Learn to sing and play nursery rhyme/s Incy Wincy Spider Share and Perform- Share what you have learnt in the lesson Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems

and stories with others, and – when appropriate – try to move in time with music.













Public

sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and

lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music Learns short routines, beginning to match

pace Learn longer routines, beginning to

Shares likes and dislikes about dances/performances



Striking/Fielding skills- chasing, stopping, striking and running

Move energetically, such as running, jumping, dancing, hopping, skipping and

dominant leg practise on nondominant leg Alternate legs when hopping on the spot and land safely Skipping - hold the child's hand and talk through 'step hop, step hop' (a rhythmical voice pattern and a large area is needed to consolidate the pattern). Gradually increase speed and

different types of jumps landing safely. Jump on the spot moving from feet together to feet apart Perform a jumping sequence e.g. Place hoops in 'hop scotch' position, jump two feet together, two

Throwing ball underarm while stepping forward on the same side. Swings throwing arm down and forward on the same side. Releases ball and follows through with throwing arm Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through Throwing ball underarm while stepping forward with opposite foot. Swings throwing arm forward and upward, stepping forward with the opposite foot. Then swings throwing arm downward. Releases ball and follows through with

Walking forward, stopping and kicking the ball with follow through. Takes one or more steps towards the ball. Places support foot near ball with arm-leg oppositions. Straightens leg before touching the ball. Kicks the ball forward. Continues to move kicking leg forward after kick Walking forward, stopping and kicking the ball to a



sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses

lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music

Learns short routines, beginning to match pace Learn longer routines, beginning to match pace

Shares likes and dislikes about dances/performances



Striking/Fielding skills- chasing, stopping, striking and running

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

dominant leg practise on nondominant leg Alternate legs when hopping on the spot and land safely Skipping - hold the child's hand and talk through 'step hop, step hop' (a rhythmical voice pattern and a large area is needed to consolidate the pattern). Gradually increase speed and distance

different types of jumps landing safely. Jump on the spot moving from feet together to feet apart Perform a jumping sequence e.g. Place hoops in 'hop scotch' position, jump two feet together, two feet apart

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Characteristics of Effective	The Foundation Stage the curriculum is delivered to develop the behaviours outlined in the Characteristics of Effective Learning. The behaviours in the characteristics of
Learning	The strands of the characteristics of effective learning are related to key themes in early childhood development they are • Playing and Exploring: Finding out and expl
	willing to have a go • Active Learning: Being involved and concentrating; Keeping on trying; Enjoying achieving what they set out to do • Creating and Thinking Critical
	know to learn new things; Choosing ways to do things and finding new ways. The characteristics of Effective Learning focus on the process rather than the outcome. The characteristics of Effective Learning focus on the process rather than the outcome.
	curiosity, energy and enthusiasm. Effective learning must be purposeful to a child, allowing them to practice and apply newly learnt skills in new situations. These abili
	them to learn well and make good progress in all the Areas of Learning and Development.

cs of Effective Learning are grouped into three strands. xploring; Using what they know in their play; Being cally: Having their own idea; Using what they already . They enable children to approach opportunities with bilities and attitudes of strong learners will support