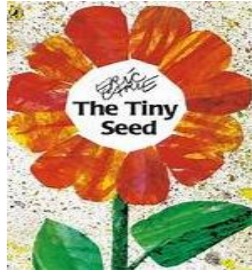

























	17 th – 21 th April	24 th - 28 th April	1 st – 5 th May	8 th - 12 th May	16 th - 19 th May	22- 26 th May
Book Focus						
Key vocabulary	Giant, Beanstalk, Jack, harp, poor, gold, cow, Egg, Golden, Mother, hen, magic beans, castle, clouds, climb,	Giant, Beanstalk, Jack, harp, poor, gold, cow, Egg, Golden, Mother, hen, magic beans, castle, clouds, climb,	Turnip, man, woman, boy, girl, plant, grow, seeds, mouse, cat, dog, field, enormous, pull	Turnip, man, woman, boy, girl, plant, grow, seeds, mouse, cat, dog, field, enormous, pull	Seed, plant, grow, water, soil, roots, flower, roots, stem, petal, watering can, sunlight, compost,	Seed, plant, grow, water, soil, roots, flower, roots, stem, petal, watering can, sunlight, compost,
Literacy/ CL	<p><i>To retell the story of Jack and the beanstalk.</i></p> <ul style="list-style-type: none"> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Repeat words and phrases from familiar stories Begin to take part in whole class retelling of text map Begin to understand beginning, middle and end All children take part in whole class retelling of text map</p> 	<p><i>I can talk about right and wrong</i></p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them</p> <p>Repeat words and phrases from familiar stories Begin to take part in whole class retelling of text map Begin to understand beginning, middle and end All children take part in whole class retelling of text map</p> 	<p><i>To sequence the story of the enormous turnip.</i></p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Repeat words and phrases from familiar stories Begin to take part in whole class retelling of text map Begin to understand beginning, middle and end All children take part in whole class retelling of text map</p> 	<p><i>Grouping and comparing root vegetables.</i></p> <p>Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Repeat words and phrases from familiar stories Begin to take part in whole class retelling of text map Begin to understand beginning, middle and end All children take part in whole class retelling of text map</p> 	<p><i>Following instructions to plant seeds.</i></p> <p>Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Repeat words and phrases from familiar stories Begin to take part in whole class retelling of text map Begin to understand beginning, middle and end All children take part in whole class retelling of text map</p> 	<p><i>Draw what happens next to the seed.</i></p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Repeat words and phrases from familiar stories Begin to take part in whole class retelling of text map Begin to understand beginning, middle and end All children take part in whole class retelling of text map</p> 
Phonics	<p><i>To develop understanding of alliteration.</i></p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot</p>	<p><i>To listen to sounds at the beginning of words and hear the differences between them.</i></p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery</p>	<p><i>To explore how different sounds are articulated, and to extend understanding of alliteration and to generate words that begin with the same sound as the stimulus word.</i></p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened</p>	<p><i>To develop oral blending and segmenting of sounds in words.</i></p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in</p>	<p><i>To develop oral blending and segmenting of sounds in words.</i></p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to</p>	<p><i>To listen to phonemes within words and to remember them in the order in which they occur.</i></p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened</p>

	<p><i>rhymes in stories Recognise words with the same initial sound, such as money and mother Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i> <i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independently, for example, singing whilst playing</i></p> 	<p><i>rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i> <i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independently, for example, singing whilst playing</i></p> 	<p><i>Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to Nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i> <i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independently, for example, singing whilst playing</i></p> 	<p><i>stories Recognise words with the same initial sound, such as money and mother Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i> <i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independently, for example, singing whilst playing</i></p> 	<p><i>nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i> <i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independently, for example, singing whilst playing</i></p> 	<p><i>Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i> <i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independently, for example, singing whilst playing</i></p> 
<p>Kinetic Letters</p>	<p>Kinetic Letters Focus: Strength & Dexterity Focus: Single Letters Focus: Pencil Pick- Up routine Focus: Flow <i>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;</i> <i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i> <i>Develop overall body-strength, balance, co-ordination and agility.</i> <i>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</i> <i>Scissor Grasp Inferior Pincer Grasp Pincer Grasp Modified Tripod Grasp Dynamic Tripod Grasp Digital Grasp Palmer Grasp Fine Pincer Grasp</i> <i>Show a preference for a dominant hand</i></p> 	<p>Kinetic Letters Focus: Strength & Dexterity Focus: Single Letters Focus: Pencil Pick- Up routine Focus: Flow <i>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;</i> <i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.;</i> <i>Develop overall body-strength, balance, co-ordination and agility.</i> <i>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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<p>Maths</p>	<p>Composition of 5 5 being the fifth number, its position on a number line, ordinal numbers Numicon 5 Dice 5 Subitising 5 The numeral and formation of 5 Number 5 in the environment</p>	<p>1 more than Children continue to count, subitise and compare as they explore one more. <i>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</i> <i>Subitise.</i> <i>Perceptual subitising – recognise values</i> <i>Subitise objects up to 3 Know that the quantity is the same however it is arranged</i></p>	<p>1 less than Children continue to count, subitise and compare as they explore one more and one less. <i>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</i> <i>Subitise.</i></p>	<p>2D shapes primary focus in relation shapes should be on the properties of shapes. <i>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</i></p>	<p>My day Children talk about night and day and order key events in their daily routines, such as waking up, coming to school, dinner, bedtime. <i>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</i></p>	<p>Sequencing first, next, then and possibly last. <i>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</i></p>

	<p>Representing 5 using marks, pictures, and finger <i>Matching numeral to quantity</i> Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than' Can physically partition several things into two groups and can recognise these groups can be recombined to make the same total Can talk about the different numbers within a number e.g. There are 5 spots and I can see 4 and a 1</p>	<p><i>Know that a group of things changes in quantities when something is added or taken away</i></p>	<p><i>Perceptual subitising – recognise values Subitise objects up to 3 Know that the quantity is the same however it is arranged</i> Know that a group of things changes in quantities when something is added or taken away</p>	<p><i>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i> Develop spatial awareness: experiencing different viewpoints Develop spatial vocabulary to describe position and direction e.g. In, on, under, up, down Explores shapes (2D and 3D) and the attributes of shapes through play Begin to show awareness of the properties of shapes, identifying similarities. Use informal and mathematical language to describe them</p>		
<p>PSED</p>	<p>I can tell you about my Family <i>Begin to make sense of their own life-story and family's history</i> Able to say who they are and who they live with Can briefly talk about some of their family members</p>	<p>I understand how to make friends if I feel lonely <i>Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</i> Shows an interest in other children and/or their play Engages with others through gestures, gaze and talk Plays alongside other children</p>	<p>I can tell you some of the things I like about my friends <i>Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</i> Develop social phrases Shows an interest in other children and/or their play Engages with others through gestures, gaze and talk Plays alongside other children</p>	<p>I can say what to do if someone is mean to me <i>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</i> See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally Know that they have an opinion and ideas Understands not everyone will always agree Use an adult to support conflict and to find a mutual resolution</p>	<p>I can use calm me time to manage my feelings • Identify and moderate their own feelings socially and emotionally. Feel safe to express a range of emotions Begin to link emotions with pictures/ emojis by looking at key features for e.g. smile, tears Begin to use limited emotional language about themselves e.g. 'I'm sad/happy/angry' Find ways to calm themselves, through being calmed and comforted by their key person Begin to self soothe without the need of a key worker e.g. soft toy, special place, playing Begin to show effortful control for a short period of time. e.g. waiting for a turn, resisting impulse to snatch</p>	<p>I can work together and enjoy being with my friends <i>Play with one or more other children, extending and elaborating play ideas.</i> Build constructive and respectful relationships. Shows an interest in other children and/or their play Engages with others through gestures, gaze and talk Plays alongside other children</p>
<p>RE</p>	<p>What are stories? <i>Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways</i> Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Begin to talk about examples of own or others' appropriate behaviour Begin to understand how to make appropriate choices and why</p>	<p>The Lion Inside- What does it teach us • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Begin to talk about examples of own or others' appropriate behaviour Begin to understand how to make appropriate choices and why</p>	<p>The Good Smartian <i>Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways</i> Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Begin to talk about examples of own or others' appropriate behaviour Begin to understand how to make appropriate choices and why</p>	<p>Feeding the 5000 <i>Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways</i> Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Begin to talk about examples of own or others' appropriate behaviour Begin to understand how to make appropriate choices and why</p>	<p>How can we help Others Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. Think about the perspectives of others. Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Begin to talk about examples of own or others' appropriate behaviour Begin to understand how to make appropriate choices and why</p>	<p>How can we be Kind like Jesus Teaches us in Parables Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them Build constructive and respectful relationships Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Begin to talk about examples of own or others' appropriate behaviour Begin to understand how to make appropriate choices and why</p>

						
<p>UW</p>	<p>Use bee-bots on simple maps. Encourage the children to use navigational language. <i>Explore how things work.</i></p> <ul style="list-style-type: none"> • Draw information from a simple map Know what a map is used for Identify features on a simple map (trees, house, river, mountain) Use maps to locate objects in 'real life' 	<p>Can children differentiate between land and water.</p> <ul style="list-style-type: none"> • Explore the natural world around them Recognise some environments that are different to the one in which they live. Talk about what they see in their environment (school/home) Talk about local environments Recognise some environments that are different to the one in which they live Use pictures to compare and contrast environments around the world 	<p>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Talk about members of their immediate family and community.</p> <p>Use longer sentences of four to six words.</p> <p>Knows the type of house they live in (bungalow, flat, house etc.). Can explain the features of other homes</p> <p>Knows that different countries have different homes</p> 	<p><i>Observational drawings. Growing</i></p> <p>Plant seeds and care for growing plants. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. <p>Talk about local environments</p> <p>Understand the difference between plants and animals</p> <p>Plants seeds and cares for growing plants with support</p> 	<p>Planting seeds and growing. introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Talk about local environments</p> <p>Understand the difference between plants and animals</p> <p>Plants seeds and cares for growing plants with support</p> 	<p>Introduce the children to NASA and America.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different to the one in which they live Explore how things work Explore and talk about forces (push and pull) Recognise some environments that are different to the one in which they live Use pictures to compare and contrast environments around the world 
<p>EAD</p>	<p>Design and Build the Giant a new Castle.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Draw designs before making models</p> 	<p>Make magical Harps using different materials.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. <p>Use glue sticks to join items with support</p> <p>Use glue sticks and glue spatulas to join independently</p> <p>Use glue spatulas to join items with support</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>Develop their own ideas and then decide which materials to use to express them</p> 	<p>Colour mixing through Vegetable Printing</p> <ul style="list-style-type: none"> • Explore colour and colour-mixing. <p>Can name primary colours. Mix primary colours to appropriate consistency</p> <p>Able to mix primary colours to make secondary colours</p> <p>Print with large blocks and larger sponges</p> <p>Print using a range of materials</p> 	<p>Design and make vegetable soup</p> <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. <p>Draw designs before making models</p> 	<p>Observational drawings/paintings of flowers. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. <p>Children can draw things that they observe</p> <p>Children can draw simple things from memory</p> 	<p>Seed Collage- explore and use different seeds.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Create a model with one texture</p> 
<p>Music</p>	<p>Listen and Respond: Big Bear Funk by Joanna Mangona: Play the song and find the pulse together.</p>	<p>Listen and Respond - I Feel Good by James Brown- Find the pulse together.</p>	<p>Listen and Respond - Don't You Worry 'Bout A Thing performed by Incognito</p> <p>Explore and Create: Explore pitch by creating your own sounds with</p>	<p>Listen and Respond - My Promise by Earth Wind & Fire</p> <p>Explore and Create: . Find the pulse in different ways</p>	<p>Listen and Respond: Superstition by Stevie Wonder.</p> <p>Have fun finding the pulse.</p> <p>Explore and Create: Find the pulse in different ways</p>	<p>Listen and Respond - Pick Up The Pieces by Average White Band. Have fun finding the pulse.</p>

	<p>. Explore and Create using voices and instruments: . Find the pulse in different ways Learn to sing: Start to learn to sing Big Bear Funk and respond to the copyback section. Dance during the activity section Share and Perform what has taken place in today's lesson.</p> <p><i>Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.</i></p> <p><i>Explore a range of sound-makers and instruments and play them in different ways</i> <i>Moves to music Copies basic actions</i> <i>Beginning to watch dance and art performances</i> <i>Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know</i></p> 	<p>Explore and Create: Rhythm games (copyback teacher then child-led) Learn to Sing: Revisit activity singing and start playing instruments. Share and Perform • Share and perhaps perform what has taken place in today's lesson.</p> <p><i>Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.</i></p> <p><i>Explore a range of sound-makers and instruments and play them in different ways</i> <i>Moves to music Copies basic actions</i> <i>Beginning to watch dance and art performances</i> <i>Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know</i></p> 	<p>voices and instruments (copyback games and riff building leading to improvisation and composition) Learn to sing: . Revisit a song from a previous Unit Share and Perform • Share and perhaps perform what has taken place in today's lesson.</p> <p><i>Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.</i></p> <p><i>Explore a range of sound-makers and instruments and play them in different ways</i> <i>Moves to music Copies basic actions</i> <i>Beginning to watch dance and art performances</i> <i>Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know</i></p> 	<p>Learn to sing: Sing Big Bear Funk including the copyback section. Dance during the activity section Share and Perform: • Share and perhaps perform what has taken place in today's lesson.</p> <p><i>Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.</i></p> <p><i>Explore a range of sound-makers and instruments and play them in different ways</i> <i>Moves to music Copies basic actions</i> <i>Beginning to watch dance and art performances</i> <i>Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know</i></p> 	<p>Learn to sing: Revisit a song from a previous Unit Share and perform: Share and perhaps perform what has taken place in today's lesson.</p> <p><i>Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.</i></p> <p><i>Explore a range of sound-makers and instruments and play them in different ways</i> <i>Moves to music Copies basic actions</i> <i>Beginning to watch dance and art performances</i> <i>Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know</i></p> 	<p>Explore and Create: Explore pitch by creating your own sounds with voices and instruments Learn to sing: Revisit a song from a previous Unit Share and perform: Share and perhaps perform what has taken place in today's lesson</p> <p><i>Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.</i></p> <p><i>Explore a range of sound-makers and instruments and play them in different ways</i> <i>Moves to music Copies basic actions</i> <i>Beginning to watch dance and art performances</i> <i>Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know</i></p> 
<p>PE</p>	<p>Athletics-Running, Jumping and throwing <i>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams.</i> <i>Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through</i> <i>Swing up, swing down. Child stands with knees slightly apart and bent knees. Arms are positioned behind. He/she is then instructed to raise his/her arms forwards and upwards and stand on his/her toes. Repeat until fluent, "Swing up, swing down" Jump off a step. Using skills from 'Swing up, swing down' but jump off small step e.g. twothree gym mats (may need to hold hands initially) Stand and jump forward landing safely</i></p> 	<p>Athletics-Running, Jumping and throwing <i>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams.</i> <i>Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through</i> <i>Swing up, swing down. Child stands with knees slightly apart and bent knees. Arms are positioned behind. 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Characteristic of Effective Learning	<p>The Foundation Stage the curriculum is delivered to develop the behaviours outlined in the Characteristics of Effective Learning. The behaviours in the characteristics of Effective Learning are grouped into three strands. The strands of the characteristics of effective learning are related to key themes in early childhood development they are</p> <ul style="list-style-type: none">• Playing and Exploring: Finding out and exploring; Using what they know in their play; Being 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 Critically: Having their own idea; Using what they already know to learn new things; Choosing ways to do things and finding new ways. <p>The characteristics of Effective Learning focus on the process rather than the outcome. They enable children to approach opportunities with 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 abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p>
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