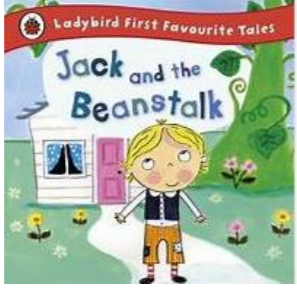
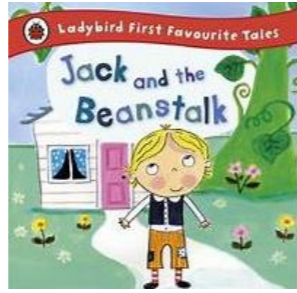















	17 th – 21 th April	24 th - 28 th April	1 st – 5 th May	8 th - 12 th May	16 th - 19 th May	22- 26 th May
Book Focus						
Key vocabulary	Giant, Beanstalk, Jack, harp, poor, gold, cow, Egg, Golden, Mother, hen, magic beans, castle, clouds, climb,	Giant, Beanstalk, Jack, harp, poor, gold, cow, Egg, Golden, 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>Create a story Map <i>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</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</i> <i>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.</i> <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; -</i> <i>All children take part in whole class retelling of text map Retell simple 5- part story: 1.Once upon a time... 2.First/Then /Next 3.But 4.So/Finally 5.Happily, ever after</i> <i>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'.</i> <i>Begin to use capital letters, finger spaces and full stops when writing sentences. Re-read what they have written to check that it makes sense</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</i></p>	<p>Describe the Castle you created for the Giant. <i>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</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</i> <i>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.</i> <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</i> <i>All children take part in whole class retelling of text map 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</i> <i>Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly Write short sentences using known letter sound correspond ences Spells Phase 2 and Phase 3 tricky words correctly Say a sentence, write and read it back to check it makes sense</i> <i>Write recognisable letters, most of which are correctly formed Begin to form lowercase and capital letters correctly spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters</i> <i>Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters</i></p>	<p>Story sequencing & Caption Writing <i>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</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</i> <i>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.</i> <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</i> <i>All children take part in whole class retelling of text map 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</i> <i>Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly Write short sentences using known lettersound correspond ences Spells Phase 2 and</i></p>	<p>Instructions for making Turnip/Vegetable Soup/ planting Vegetables. <i>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</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</i> <i>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.</i> <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</i> <i>Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. 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<p>Phonics</p>	<p>Teach: Phase 4 CVCC words with short vowels Tricky Words: the I go no of you said so have like 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. 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. 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	<p><i>it correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these.</i></p> <p><i>Read words consistent with phonic knowledge by soundblending. Say a sound for each letter in the alphabet and at least 10 digraphs from Phase 3. Read simple phrases and sentences made up of words with known letter– sound correspon -dences and, where necessary, a few exception words.</i></p> <p><i>Understand the names of the different parts of a book, page sequencing and that we read English text from left to right and from top to bottom</i></p> 	<p><i>and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these.</i></p> <p><i>Read words consistent with phonic knowledge by soundblending. Say a sound for each letter in the alphabet and at least 10 digraphs from Phase 3. Read simple phrases and sentences made up of words with known letter– sound correspon -dences and, where necessary, a few exception words.</i></p> <p><i>Understand the names of the different parts of a book, page sequencing and that we read English text from left to right and from top to bottom</i></p> 	<p><i>finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these.</i></p> <p><i>Read words consistent with phonic knowledge by soundblending. Say a sound for each letter in the alphabet and at least 10 digraphs from Phase 3. Read simple phrases and sentences made up of words with known letter– sound correspon -dences and, where necessary, a few exception words.</i></p> <p><i>Understand the names of the different parts of a book, page sequencing and that we read English text from left to right and from top to bottom</i></p> 	<p><i>case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these.</i></p> <p><i>Read words consistent with phonic knowledge by soundblending. Say a sound for each letter in the alphabet and at least 10 digraphs from Phase 3. Read simple phrases and sentences made up of words with known letter– sound correspon -dences and, where necessary, a few exception words.</i></p> <p><i>Understand the names of the different parts of a book, page sequencing and that we read English text from left to right and from top to bottom</i></p> 	<p><i>Begin to form lowercase and capital letters correctly</i></p> <p><i>Write recognisable letters, most of which are correctly formed</i></p> <p><i>it correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9.</i></p> <p><i>Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these.</i></p> <p><i>Read words consistent with phonic knowledge by soundblending. Say a sound for each letter in the alphabet and at least 10 digraphs from Phase 3. Read simple phrases and sentences made up of words with known letter– sound correspon -dences and, where necessary, a few exception words.</i></p> <p><i>Understand the names of the different parts of a book, page sequencing and that we read English text from left to right and from top to bottom</i></p> 	<p><i>it correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9.</i></p> <p><i>Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these.</i></p> <p><i>Read words consistent with phonic knowledge by soundblending. Say a sound for each letter in the alphabet and at least 10 digraphs from Phase 3. Read simple phrases and sentences made up of words with known letter– sound correspon -dences and, where necessary, a few exception words.</i></p> <p><i>Understand the names of the different parts of a book, page sequencing and that we read English text from left to right and from top to bottom</i></p> 
<p>Kinetic Letters</p>	<p>Strength & Writing Position: Review/set strength targets Capitals & Words: Slider Family-Target pairs Pencil Hold Maintenance: Review pencil Hold Progress Targets: Letter height w,k</p> <p><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></p> <p><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></p> 	<p>Strength & Writing Position: Review/Check writing positions Capitals & Words: Capitals-Straight lines group Pencil Hold Maintenance: Pencil Helpers</p> <p><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></p> <p><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></p> 	<p>Strength & Writing Position: Review use of animal positions Capitals & Words: Curved lines group Pencil Hold Maintenance: Monkey Smile Targets</p> <p><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></p> <p><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></p> 	<p>Strength & Writing Positions: Integrate Coin Challenge Capitals & Words: Lines then curves groups Pencil Hold Maintenance: Monkey smile Targets</p> <p><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></p> <p><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></p> 	<p>Strength & Writing Positions: Crawling Refresh provision Capitals & Words: Sliding Lines group Pencil Hold Maintenance: Monkey Smile Targets</p> <p><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></p> <p><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></p> 	<p>Strength & Writing Positions: Cube/blu-tac twiddling Capitals & Words: Snuggling letters into words List 1 Focus Targets: Snuggling into words</p> <p><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></p> <p><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></p> 
<p>Maths</p>	<p>Counting to add on</p> <p><i>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></p> <p><i>Count objects, actions and sounds. Count beyond 10 Links numeral with cardinal number value Verbally count beyond 20</i></p>	<p>Counting Forwards and Backwards</p> <p><i>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></p>	<p>Counting to 20</p> <p><i>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></p> <p><i>Count objects, actions and sounds. Count beyond 10 Links numeral with cardinal number value Verbally count beyond 20 Read and write numbers from 1 to 20 in numerals</i></p>	<p>Doubling</p> <p><i>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></p> <p><i>Double numbers with concrete objects Begin to recall some double facts</i></p>	<p>Halving and Sharing</p> <p><i>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></p> <p><i>Use vocabulary of sharing and halving Share fairly through practical activities, splitting objects into two equal groups Be</i></p>	<p>Odds and Evens</p> <p><i>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></p> <p><i>Understand odds and even numbers and begin to see the pattern</i></p>

	<p>Use some addition and subtraction mathematical vocabulary Recall some number bonds to 5 and 10</p> 	<p>Count objects, actions and sounds. Count beyond 10 Links numeral with cardinal number value Verbally count beyond 20 Know that a group of things changes in quantities when something is added or taken away</p> 		<p>Know that a number can be partitioned into more than 2 numbers (Parts/whole) Number bonds: Know which pairs make a given number</p> 	<p>aware that the original quantity remains unchanged but it has been shared or halved equally Begin to solve problems involving sharing and halving</p> 	
<p>PSED</p>	<p>I can identify some of the jobs I do in my family and how I feel like I belong <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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; Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - 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. Show ability to follow instructions involving several ideas or actions Increase their range of emotional vocabulary linked to relevant examples Talk about their feelings in more elaborated ways i.e. I'm sad because... Feel safe to express a range of feelings and begin to develop an understanding of why they are feeling that way</i></p> 	<p>I know how to make friends to stop myself from feeling lonely <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Show sensitivity to their own and to others' needs. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Plays with one or more children in shared play but may dip in and out Plays with one or more children, extending and elaborating play ideas Understands who their friends are and what they need to do to sustain that friendship Begin to support a friend if they are upset or need help Begin to understand how others might be feeling and why Begin to consider and value other points of view particularly when they are different to their own Increase their range of emotional vocabulary linked to relevant examples Talk about their feelings in more elaborated ways i.e. I'm sad because... Feel safe to express a range of feelings and begin to develop an understanding of why they are feeling that way Identify and moderate their own responses socially and emotionally.</i></p> 	<p>I can think of ways to solve problems and stay friends <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Show sensitivity to their own and to others' needs. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult Be able to talk through conflicts independently and begin to create resolutions independently</i></p> 	<p>I am starting to understand the impact of unkind words <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Show sensitivity to their own and to others' needs. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Explain the reasons for rules, know right from wrong and try to behave accordingly; Begin to support a friend if they are upset or need help Begin to understand how others might be feeling and why Begin to consider and value other points of view particularly when they are different to their own Increase their range of emotional vocabulary linked to relevant examples Talk about their feelings in more elaborated ways i.e. I'm sad because... Feel safe to express a range of feelings and begin to develop an understanding of why they are feeling that way 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. Show ability to follow instructions involving several ideas or actions</i></p> 	<p>I can use Calm Me time to manage my feelings <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Show sensitivity to their own and to others' needs. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Explain the reasons for rules, know right from wrong and try to behave accordingly; Begin to support a friend if they are upset or need help Begin to understand how others might be feeling and why Begin to consider and value other points of view particularly when they are different to their own Increase their range of emotional vocabulary linked to relevant examples Talk about their feelings in more elaborated ways i.e. I'm sad because... Feel safe to express a range of feelings and begin to develop an understanding of why they are feeling that way 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. Show ability to follow instructions involving several ideas or actions</i></p> 	<p>I know how to be a good friend <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Show sensitivity to their own and to others' needs. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Explain the reasons for rules, know right from wrong and try to behave accordingly; Plays with one or more children in shared play but may dip in and out Plays with one or more children, extending and elaborating play ideas Understands who their friends are and what they need to do to sustain that friendship Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult Be able to talk through conflicts independently and begin to create resolutions independent support a friend if they are upset or need help Begin to understand how others might be feeling and why Begin to consider and value other points of view particularly when they are different to their own</i></p> 
<p>RE</p>	<p>What are Stories <i>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; Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity</i></p> 	<p>Stories with Morals <i>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; Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity</i></p> 	<p>Parable of The Good Samaritan <i>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; Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity</i></p> 	<p>Parable of Feeding the 5000 <i>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; Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity</i></p> 	<p>How can we help others <i>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; To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity Begin to consider and value other points of view particularly when they are different to their own</i></p> 	<p>How can we be kind like the teachings in the Parables? <i>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; Begin to consider and value other points of view particularly when they are different to their own</i></p> 

<p>UW</p>	<p>Plant seeds and care for them. <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, 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.</i> <i>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 Can say what plants need to survive Can talk about different life cycles Understands the need to respect and care for the natural environment and all living things</i></p> 	<p>What is the best environment for seeds to grow? <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, 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.</i> <i>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 Can say what plants need to survive Can talk about different life cycles Understands the need to respect and care for the natural environment and all living things</i></p> 	<p>Explore different vegetables and create a healthy meal- <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, 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.</i> <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i> <i>Understand the effect of changing seasons on the natural world around, discussing when and how things grow</i> <i>Understands the need to respect and care for the natural environment and all living things</i> <i>Understand the importance of healthy choices</i></p> 	<p>Similarities and differences between vegetables. <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, 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.</i> <i>Understand the effect of changing seasons on the natural world around, discussing when and how things grow</i> <i>Understands the need to respect and care for the natural environment and all living things</i> <i>Understand the importance of healthy choices</i></p> 	<p>Explore seasons. What season do different plants grow best? <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, 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.</i> <i>Understand the effect of changing seasons on the natural world around, discussing when and how things grow</i></p> 	<p>Life Cycle of a plant <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, 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.</i> <i>Can say what plants need to survive Can talk about different life cycles Understands the need to respect and care for the natural environment and all living things</i></p> 
<p>EAD</p>	<p>Design and Build the Giant a new Castle. <i>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.</i> <i>Join items with masking tape with support Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</i> <i>Develop their own ideas and then decide which materials to use to express them</i> <i>Make informed choices of which material is best to use when junk modelling</i> <i>Draw designs before making models Begin to add labels to designs Share their creations, explaining the process they have used</i></p> 	<p>Make magical Harps using different materials. <i>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.</i> <i>Join items with masking tape with support Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</i> <i>Develop their own ideas and then decide which materials to use to express them</i> <i>Make informed choices of which material is best to use when junk modelling</i> <i>Draw designs before making models Begin to add labels to designs Share their creations, explaining the process they have used</i></p> 	<p>Colour mixing through Vegetable Printing <i>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.</i> Able to mix primary colours to make secondary colours <i>Add white or black paint to alter tint or shade</i> <i>Colour matching to a specific colour and shade</i> <i>Can independently select additional tools (stampers, rollers etc.) to improve their painting</i></p> 	<p>Design and make vegetable soup <i>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.</i> <i>Draw designs before making models Begin to add labels to designs Share their creations, explaining the process they have used</i></p> 	<p>Observational drawings/paintings of flowers. <i>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.</i> <i>Children begin to draw self-portraits, landscapes and buildings/cityscapes</i></p> 	<p>Seed Collage- explore and use different seeds. <i>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</i> <i>Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc.</i></p> 
<p>Music</p>	<p>Listen and Respond: Big Bear Funk by Joanna Mangona: Play the song and find the pulse together. . Explore and Create using voices and instruments: . Find the pulse in different ways Lean 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>Listen and Respond - I Feel Good by James Brown- Find the pulse together. 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>Listen and Respond - Don't You Worry 'Bout A Thing performed by Incognito Explore and Create: Explore pitch by creating your own sounds with 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>Listen and Respond - My Promise by Earth Wind & Fire Explore and Create: . Find the pulse in different ways 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. <i>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with</i></p>	<p>Listen and Respond: Superstition by Stevie Wonder. Have fun finding the pulse. Explore and Create: Find the pulse in different ways 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. <i>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems</i></p>	<p>Listen and Respond - Pick Up The Pieces by Average White Band. Have fun finding the pulse. 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>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.</i></p> <p><i>Listen attentively, move to and talk about music, expressing their feelings and responses</i> <i>Lays instruments in time to music</i> <i>Learn longer routines, beginning to match pace</i> <i>Shares likes and dislikes about dances/performances</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <i>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</i></p> 	<p><i>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.</i></p> <p><i>Listen attentively, move to and talk about music, expressing their feelings and responses</i> <i>Lays instruments in time to music</i> <i>Learn longer routines, beginning to match pace</i> <i>Shares likes and dislikes about dances/performances</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <i>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</i></p> 	<p><i>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.</i></p> <p><i>Listen attentively, move to and talk about music, expressing their feelings and responses</i> <i>Lays instruments in time to music</i> <i>Learn longer routines, beginning to match pace</i> <i>Shares likes and dislikes about dances/performances</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <i>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</i></p> 	<p><i>others, and – when appropriate – try to move in time with music.</i></p> <p><i>Listen attentively, move to and talk about music, expressing their feelings and responses</i> <i>Lays instruments in time to music</i> <i>Learn longer routines, beginning to match pace</i> <i>Shares likes and dislikes about dances/performances</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <i>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</i></p> 	<p><i>and stories with others, and – when appropriate – try to move in time with music.</i></p> <p><i>Listen attentively, move to and talk about music, expressing their feelings and responses</i> <i>Lays instruments in time to music</i> <i>Learn longer routines, beginning to match pace</i> <i>Shares likes and dislikes about dances/performances</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <i>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</i></p> 	<p><i>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.</i></p> <p><i>Listen attentively, move to and talk about music, expressing their feelings and responses</i> <i>Lays instruments in time to music</i> <i>Learn longer routines, beginning to match pace</i> <i>Shares likes and dislikes about dances/performances</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <i>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</i></p> 
PE	<p>Athletics-Running, Jumping and throwing</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><i>Begin to perform 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</i> <i>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</i> <i>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 throwing arm</i></p> 	<p>Athletics-Running, Jumping and throwing</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><i>Begin to perform 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</i> <i>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</i> <i>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 throwing arm</i></p> 	<p>Athletics-Running, Jumping and throwing</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><i>Begin to perform 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</i> <i>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</i> <i>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. 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Characteristics 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>					

