
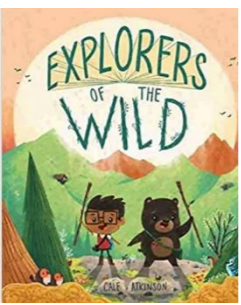
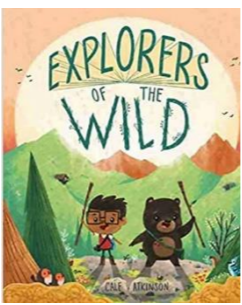
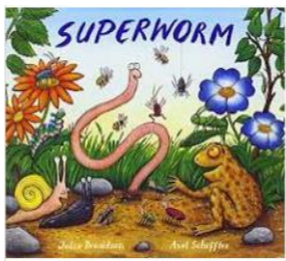
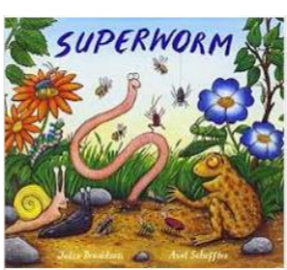
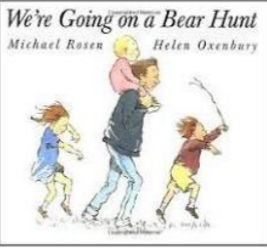
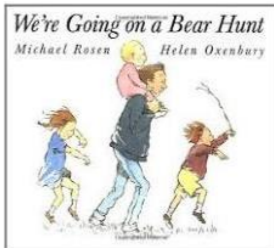














































































































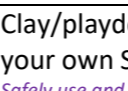
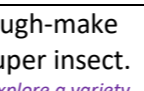




















































	5-9 th June	12-16 th June	19 th – 23 rd June	26 th - 30 th June	3 rd – 7 th July	10 th -14 th July	17 th – 21 st July	24 th & 25 th
Book Focus								End of year
Key vocabulary	Explorers, wild, outdoors, boy, bear, woods, mountain, conquer, climb,	Explorers, wild, outdoors, boy, bear, woods, mountain, conquer, climb,	Explorers, wild, outdoors, boy, bear, woods, mountain, conquer, climb,	Super worm, slimy, bendy, strong, smooth, wriggly, long, pink, thin, bumpy, spotty rough, short, little, wet, wizard, lizard, chant	Super worm, slimy, bendy, strong, smooth, wriggly, long, pink, thin, bumpy, spotty rough, short, little, wet, wizard, lizard, chant	Bear, catch, cave, cold, hunt, grass, river, snowstorm, forest, whirling, narrow, dark, wavy oozy	Bear, catch, cave, cold, hunt, grass, river, snowstorm, forest, whirling, narrow, dark, wavy oozy	
Literacy/ CL	<p><i>Draw what you would need to go on an outdoor trip-use initial sounds to make marks.</i></p> <p>• Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name.</p> <p><i>Scribbles made of lines Scribbles made of lines and enclosed shapes Marks including simple prewriting shapes Simple representations of people</i></p>  	<p><i>Draw a map of the adventure.</i></p> <p>• Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name.</p> <p><i>Scribbles made of lines Scribbles made of lines and enclosed shapes Marks including simple prewriting shapes Simple representations of people</i></p>   	<p>Create and talk about our own outdoor experience</p> <p><i>Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name.</i></p> <p><i>Use a wide range of vocabulary Learn new vocabulary Use new vocabulary throughout the day Use new vocabulary in different contexts</i></p>   	<p>Design a lizard, label using initial sounds.</p> <p><i>Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name.</i></p> <p><i>Scribbles made of lines Scribbles made of lines and enclosed shapes Marks including simple prewriting shapes Simple representations of people</i></p>  	<p>Drawing insects from the story-use initial sounds to label.</p> <p><i>Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name.</i></p> <p><i>Scribbles made of lines Scribbles made of lines and enclosed shapes Marks including simple prewriting shapes Simple representations of people</i></p>  	<p>Act out the story using props to support.</p> <p><i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</i></p> <p><i>Develop storylines in their pretend play.</i></p> <p><i>Use own experiences to develop storylines e.g. make complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park Use experiences and learnt stories to develop storylines in their pretend play Invent, adapt and recount narratives and stories with peers and their teacher</i></p>   	<p>retell and draw a story map of the story. Use initial sounds to write.</p> <p><i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</i></p> <p><i>Scribbles made of lines Scribbles made of lines and enclosed shapes Marks including simple prewriting shapes Simple representations of people</i></p>  	My favourite memories
Phonics	<p>To listen to phonemes within words and to remember them in the order in which they occur.</p> <p>• 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> <p><i>Notice some print, such as the first letter of their name, a bus or</i></p>	<p>To talk about the different phonemes that make up words.</p> <p>• 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> <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</i></p>	<p>Teach: s, a, t, p</p> <p><i>Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme</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</i></p>	<p>Teach: l, n, m, d</p> <p><i>Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme</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</i></p>	<p>Teach: g, o, c, k Tricky word: is</p> <p><i>Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme</i></p>	<p>Teach: ck, e, u, r Tricky work: l</p> <p><i>Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme</i></p>	<p>Teach h, b, f, l Trick work: the</p> <p><i>Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme</i></p>	<p>Review</p> <p><i>Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme</i></p> 

	<p>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 Scissor Grasp Inferior Pincer Grasp Pincer Grasp Modified Tripod Grasp Dynamic Tripod Grasp Digital Grasp Palmer Grasp Fine Pincer Grass</p> 	<p>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 Scissor Grasp Inferior Pincer Grasp Pincer Grasp Modified Tripod Grasp Dynamic Tripod Grasp Digital Grasp Palmer Grasp Fine Pincer Grass</p> 	<p>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 Scissor Grasp Inferior Pincer Grasp Pincer Grasp Modified Tripod Grasp Dynamic Tripod Grasp Digital Grasp Palmer Grasp Fine Pincer Grass</p> 	<p>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 Scissor Grasp Inferior Pincer Grasp Pincer Grasp Modified Tripod Grasp Dynamic Tripod Grasp Digital Grasp Palmer Grasp Fine Pincer Grass</p> 	<p>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 Scissor Grasp Inferior Pincer Grasp Pincer Grasp Modified Tripod Grasp Dynamic Tripod Grasp Digital Grasp Palmer Grasp Fine Pincer Grass</p> 	<p>body, and straighten your legs to lift) 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 Scissor Grasp Inferior Pincer Grasp Pincer Grasp Modified Tripod Grasp Dynamic Tripod Grasp Digital Grasp Palmer Grasp Fine Pincer Grass</p> 	<p>body, and straighten your legs to lift) 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 Scissor Grasp Inferior Pincer Grasp Pincer Grasp Modified Tripod Grasp Dynamic Tripod Grasp Digital Grasp Palmer Grasp Fine Pincer Grass</p> 	<p>as moving a long plank safely or carrying large hollow blocks. Encourage children to carry items safely (bend your hips and knees to squat down to your load, keep it close to your body, and straighten your legs to lift) 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 Scissor Grasp Inferior Pincer Grasp Pincer Grasp Modified Tripod Grasp Dynamic Tripod Grasp Digital Grasp Palmer Grasp Fine Pincer Grass</p> 
<p>Maths</p>	<p>Measuring time - Children explore measuring time <i>Make comparisons between objects relating to size, length, weight and capacity. Compare length, weight and capacity.</i> <i>With teacher support compares some types of measures e.g. can find something shorter than the teacher Show an awareness of comparison in estimating and predicting Compare some types of measures</i></p>	<p>Provide opportunities to explore capacity with different materials such as water, sand, rice, and loose parts Initially children should be exposed to the comparison of full, half full, empty using the same container. <i>Make comparisons between objects relating to size, length, weight and capacity. Compare length, weight and capacity.</i> <i>With teacher support compares some types of measures e.g. can find something shorter than the teacher Show an awareness of comparison in estimating and predicting Compare some types of measures</i></p>	<p>Positional language Children need opportunities to be exposed to and to use the language of position and direction; Position: 'in', 'on', 'under'. Direction: 'up', 'down', 'across' <i>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</i></p>	<p>Positional language Children also need opportunities to use terms which are relative: 'in front of', 'behind', 'on top of'. <i>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</i></p>	<p>Recap on number 1 to 5. Representing numbers and matching numeral to quantity <i>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</i> • <i>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').</i> • <i>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.</i> • <i>Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value</i> <i>Solve real world mathematical problems with numbers up to 5.</i> <i>Perceptual subitising – recognise values Subitise objects up to 3 Know that the quantity is the same however it is arranged</i> <i>Compare collections and begin to talk about which group has more Identify groups with the same number of things Use vocabulary more, less, fewer, and same to compare quantities</i></p>	<p>Subitising numbers 1 to 5 recap. <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 Subitise objects up to 3 Know that the quantity is the same however it is arranged</i></p>	<p>Number blocks episode 6 Counting to 6 Finding 6 objects Representing 1 on a 6 frame A hexagon – 6 sides shape (including in the environment) 6 actions e.g., 6 hops, 6 jumps, 6 claps What is 6 made of? • <i>Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value</i> <i>Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. concrete objects - grouping and sharing Understand fair and unfair when objects are shared between them Understand equal parts and whole of shapes</i> <i>Compare collections and begin to talk about which group has more Identify groups with the same number of things Use vocabulary more, less, fewer</i></p>	<p>Assessment</p>








	 	 	 	 	 	 	 	 
<p>PSED</p>	<p>n/a</p>	<p>I can say parts of my body and show respect for myself <i>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</i> <i>Manage own basic hygiene and personal needs Understand the importance of healthy choices Know that their preferences should be respected by others See themselves as a valuable individual</i></p>   	<p>I can tell you some things I can do and some food I can eat to be healthy <i>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.</i> <i>Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p>    	<p>I understand that we all start as babies and grow into children and then adults <i>Understand the key features of the life cycle of a plant and an animal. Shows an awareness of how to complete tasks Rejects help which can lead to tantrums, refusals and frustration Will select and use activities and resources and accepts or asks for help if needed. Manage own basic hygiene and personal needs Understand the importance of healthy choices Know that their preferences should be respected by others See themselves as a valuable individual</i></p>       	<p>I know that I grow and change <i>Understand the key features of the life cycle of a plant and an animal. Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p>       	<p>I can talk about how I feel moving to School from Nursery <i>Articulate their ideas and thoughts in well-formed sentences. See themselves as a valuable individual. • Express their feelings and consider the feelings of others 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 Begins to predict transition points Can accept changes to transitions without becoming upset or confused</i></p>    	<p>I can remember some fun things about Nursery this year <i>Articulate their ideas and thoughts in well-formed sentences. See themselves as a valuable individual. • Express their feelings and consider the feelings of others Identify and moderate their own feelings socially and emotionally Start and continue a conversation with an adult or friend with many turns Use longer sentences of 4-6 words 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 Use talk to organise play: "Let's go on a bus... you sit there... I'll be the driver" Knows that they are in a safe and secure environment Is willing to try new things Shows more confidence in new social situations for e.g. exploring local neighbourhood & visitors</i></p>  	<p>Transition work</p>
<p>RE</p>	<p>Where is Special To you <i>Express their feelings and consider the feelings of others Understand that some places are special to members of their community Comments on recent pictures of experiences in their own life e.g. "This was me at the farm" Knows that there are special places of worship</i></p>    	<p>Special Places in our community <i>Talk about what they see, using a wide vocabulary. • Understand that some places are special to members of their community Knows that there are special places of worship Can name different religious venues – Church, Mosque, Temple and Gurdwara</i></p>     	<p>Visit a Church <i>Talk about what they see, using a wide vocabulary. • Understand that some places are special to members of their community Knows that there are special places of worship Can name different religious venues – Church, Mosque, Temple and Gurdwara</i></p>     	<p>What makes a church special to Christians <i>Talk about what they see, using a wide vocabulary. • Understand that some places are special to members of their community Knows that there are special places of worship Can name different religious venues – Church, Mosque, Temple and Gurdwara Begin to know that there are differences between what people believe Develop positive attitudes about differences between people</i></p>    	<p>Design your own special Place <i>Talk about what they see, using a wide vocabulary. • Understand that some places are special to members of their community • 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 Knows that there are special places of worship Can name different religious venues – Church, Mosque, Temple and Gurdwara Begin to know that there are differences between what people believe Develop positive attitudes about differences between people</i></p>  	<p>Share your special places with others- What makes it special and why <i>Talk about what they see, using a wide vocabulary. • Understand that some places are special to members of their community • Knows that there are special places of worship Can name different religious venues – Church, Mosque, Temple and Gurdwara Begin to know that there are differences between what people believe Develop positive attitudes about differences between people</i></p>   	<p>Special memories - what is your special place <i>Talk about what they see, using a wide vocabulary. • Understand that some places are special to members of their community Knows that there are special places of worship Can name different religious venues – Church, Mosque, Temple and Gurdwara Begin to know that there are differences between what people believe Develop positive attitudes about differences between people</i></p>  	<p>n/a</p>

<p>UW</p>	<p>Map making <i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Identify features on a simple map (trees, house, river, mountain) Use maps to locate objects in ‘real life’ Draw information from simple maps Knows that they live in the UK and can name as least 1 other country Can name the some of the countries that make up the UK and at least 2 other countries</i></p>  <p>Enquire</p>  <p>Generate</p> 	<p>Research different environments you can explore. <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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 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</i></p>  <p>Enquire</p>  <p>Generate</p> 	<p>Look at different materials found in the environment and explore similarities and differences. <i>Explore the natural world around them, describing what they see, hear and feel whilst outside Explore collections of materials, identifying with similar and/or different properties Talks about differences between materials and changes they notice Explores the natural world around them, making observations and drawing pictures of animals and plants</i></p>  <p>Enquire</p>  <p>Generate</p> 	<p>Make an environment for the Super worm. <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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 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</i></p>  <p>Enquire</p>  <p>Generate</p> 	<p>Go on a walk in the local environment and find minibeasts linking to the Super worm story. <i>Explore the natural world around them, describing what they see, hear and feel whilst outside Explore collections of materials, identifying with similar and/or different properties Talks about differences between materials and changes they notice Explores the natural world around them, making observations and drawing pictures of animals and plants 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</i></p>     <p>Enquire</p>  <p>Generate</p> 	<p>Properties of materials <i>Explore the natural world around them, describing what they see, hear and feel whilst outside Explore collections of materials, identifying with similar and/or different properties Talks about differences between materials and changes they notice Explores the natural world around them, making observations and drawing pictures of animals and plants</i></p>  <p>Enquire</p>  <p>Generate</p> 	<p>Create a map of your adventure. <i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from Identify features on a simple map (trees, house, river, mountain) Use maps to locate objects in ‘real life’ Draw information from simple maps Knows that they live in the UK and can name as least 1 other country Can name the some of the countries that make up the UK and at least 2 other countries 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</i></p>  <p>Enquire</p>  <p>Aspire</p>  <p>Generate</p> 	
<p>EAD</p>	<p>Map making using materials <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills Know what a map is used for Identify features on a simple map (trees, house, river, mountain) Explore different materials freely, in order to develop their ideas about how to use them and what to make Use glue sticks to join items with support Use glue sticks and glue spatulas to join independently Use glue spatulas to join items with support Explore different materials freely, in order to develop their ideas about how to use them and what to make Create a model with one texture</i></p>	<p>Design and make stick friends to take on your own adventure. <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills Use glue sticks to join items with support Use glue sticks and glue spatulas to join independently Use glue spatulas to join items with support Explore different materials freely, in order to develop their ideas about how to use them and what to make Create a model with one texture</i></p>	<p>Create a piece of artwork using different textures/materials found outdoors. <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. Invent, adapt and recount narratives and stories with peers and their teacher; - 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. Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc Make informed choices of which material is best to use when junk modelling Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc Draw designs before making models Begin to add labels to designs Share their creations, explaining the process they have used</i></p>	<p>Design and make a magic wand for Wizard Lizard. <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. Invent, adapt and recount narratives and stories with peers and their teacher; - 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. Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc Make informed choices of which material is best to use when junk modelling Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc Draw designs before making models Begin to add labels to designs Share their creations, explaining the process they have used</i></p>	<p>Clay/playdough-make your own Super insect. <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. Invent, adapt and recount narratives and stories with peers and their teacher; - 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 Build models which replicate those in real life using a variety of resources Manipulates clay (rolls, cuts, squashes, pinches, twist etc.) Makes a model using clay Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms, in their products.</i></p>	<p>Paint 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. Invent, adapt and recount narratives and stories with peers and their teacher; - 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 Add white or black paint to alter tint or shade Colour matching to a specific colour and shade Can independently select additional tools (stampers, rollers etc.) to improve their painting Create patterns or meaningful pictures when printing To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art</i></p>	<p>Create your own adventure box. <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. Invent, adapt and recount narratives and stories with peers and their teacher; - 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. Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc Make informed choices of which material is best to use when junk modelling Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc Draw designs before making models Begin to add labels to designs Share their creations, explaining the process they have used Build models which replicate those in real life using a variety of resources Manipulates clay (rolls, cuts, squashes, pinches, twist etc.) Makes a model using clay</i></p>	

	 <p>Enquire</p>  <p>Generate</p> 	  <p>Enquire Together</p>  	  <p>Enquire</p>  	 <p>Enquire</p>  	 <p>Enquire</p>  	 <p>Enquire</p>  	 	
<p>Music</p>	<p>Listen and Appraise (Reflect and Rewind) Listen and Appraise - William Tell Overture by Rossini (Romantic period) Rewind and Listen Out! Celebration by Kool And The Gang. A listening activity to remember songs, instruments and their sounds. Musical Activities (Reflect, Rewind and Replay) Compose with the Song Big Bear Funk Perform and Share (Replay) • Prepare for a performance of nursery rhymes, songs and activities from the year. <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> <i>Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions Beginning to watch dance and art performances 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>Listen and Appraise (Reflect and Rewind) Listen and Appraise - Dance Of The Sugar Plum Fairy by Tchaikovsky (the Romantic period) Rewind and Listen Out! Ganesh Is Fresh by MC Yogi. A listening activity to remember songs, instruments and their sounds. 2. Musical Activities (Reflect, Rewind and Replay) The Language of Music - Music has its own language which you will get familiar with over time. Watch the cartoons and videos to embed your learning . Perform and Share • Prepare for a performance of nursery rhymes, songs and activities from the year. <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> <i>Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions Beginning to watch dance and art performances 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>. Listen and Appraise (Reflect and Rewind) • Listen and Appraise - Flight Of The Bumblebee by Rimsky-Korsakov 2. Musical Activities (Reflect, Rewind and Replay) Rewind and Replay (Revision) - revisit songs from the year. Perform and Share (Replay) • Prepare for a performance of nursery rhymes, songs and activities from the year <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> <i>Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions Beginning to watch dance and art performances 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>Listen and Appraise (recognising basic style indicators) Listen and Appraise - Jupiter, The Bringer Of Jollity by Gustav Holst (Early 20th Century) Musical Activities (Reflect, Rewind and Replay) • Compose with the Song Incy Wincy Spider Perform and Share (Replay) • Prepare for a performance of nursery rhymes, songs and activities from the year. <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> <i>Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions Beginning to watch dance and art performances 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>Listen and Appraise (Reflect and Rewind) Listen and Appraise - Fantasia On A Theme By Thomas Tallis by Ralph Vaughan Williams (early 20th Century) • Rewind and Listen Out! Frogs' Legs and Dragons' Teeth by Bellowhead. A listening activity to remember songs, instruments and their sounds. Musical Activities (Reflect, Rewind and Replay) • Compose with the Song Rock-A-Bye Baby . Perform and Share (Replay) • Prepare for a performance of nursery rhymes, songs and activities from the year. <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> <i>Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions Beginning to watch dance and art performances 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>Listen and Appraise (Reflect and Rewind) • Listen and Appraise - E.T. Flying Theme by John Williams (Contemporary film music) • Rewind and Listen Out! I Feel Good by James Brown. A listening activity to remember songs, instruments and their sounds . Musical Activities (Reflect, Rewind and Replay) The Language of Music - Music has its own language which you will get familiar with over time. Watch the cartoons and videos to embed your learning . Perform and Share (Replay) • Prepare for a performance of nursery rhymes, songs and activities from the year. <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> <i>Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions Beginning to watch dance and art performances 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>Pick and Mix week- Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place <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> <i>Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions Beginning to watch dance and art performances 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>   	

and design techniques in using colour, pattern, texture, line, shape, form and space

Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms, in their products.

<p>PE</p>	<p><i>Games-Tag Games, Dodgeball, Running Games, Teamwork.</i> <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Hit a static ball with the batt</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit a rolling ball with the batt</i></p> 	<p><i>Games-Tag Games, Dodgeball, Running Games, Teamwork.</i> <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Hit a static ball with the batt</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit a rolling ball with the batt</i></p> 	<p><i>Games-Tag Games, Dodgeball, Running Games, Teamwork.</i> <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Hit a static ball with the batt</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit a rolling ball with the batt</i></p> 	<p><i>Games-Tag Games, Dodgeball, Running Games, Teamwork.</i> <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Hit a static ball with the batt</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit a rolling ball with the batt</i></p> 	<p><i>Games-Tag Games, Dodgeball, Running Games, Teamwork.</i> <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Hit a static ball with the batt</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit a rolling ball with the batt</i></p> 	<p><i>Games-Tag Games, Dodgeball, Running Games, Teamwork.</i> <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Hit a static ball with the batt</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit a rolling ball with the batt</i></p> 	<p><i>Games-Tag Games, Dodgeball, Running Games, Teamwork.</i> <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Hit a static ball with the batt</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit a rolling ball with the batt</i></p> 	
<p>Characteristics of Effective Learning</p>	<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>							