
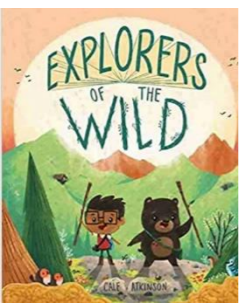
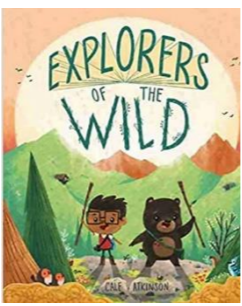
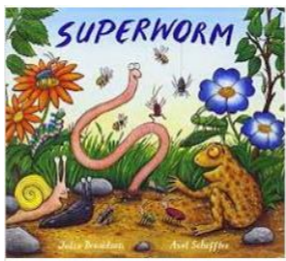
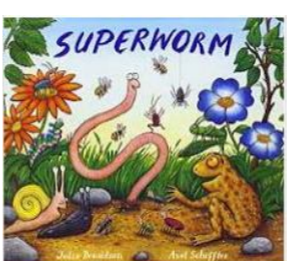
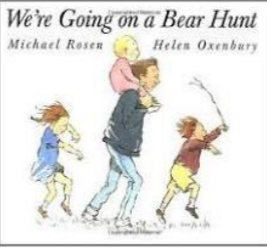
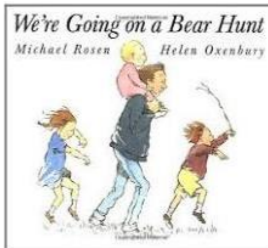
















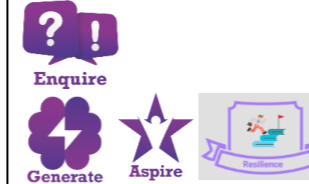




















	5-9 <sup>th</sup> June	12-16 <sup>th</sup> June	19 <sup>th</sup> – 23 <sup>rd</sup> June	26 <sup>th</sup> - 30 <sup>th</sup> June	3 <sup>rd</sup> – 7 <sup>th</sup> July	10 <sup>th</sup> -14 <sup>th</sup> July	17 <sup>th</sup> – 21 <sup>st</sup> July	24 <sup>th</sup> & 25 <sup>th</sup>
Book Focus								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>List Writing- what would you need to take on an outdoor adventure.</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;</i></p> <p><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></p> <p><i>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.</i></p> <p><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></p> <p><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</i></p>	<p>Map making of the adventure.</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;</i></p> <p><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></p> <p><i>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.</i></p> <p><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></p> <p><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</i></p>	<p>Create an outdoor experience and write a recount.</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;</i></p> <p><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></p> <p><i>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.</i></p> <p><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></p> <p><i>Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. 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Spells Phase 2 tricky words correctly Write short sentences using known lettersound</i></p>	<p>Design and Describe your own Super insect.</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;</i></p> <p><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></p> <p><i>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.</i></p> <p><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></p> <p><i>by identifying sounds in them and representing the sounds with a letter or letters. Spells</i></p>	<p>Act out the story and write a recount.</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;</i></p> <p><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></p> <p><i>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.</i></p> <p><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></p> <p><i>Write simple captions and phrases by identifying sounds in them and representing the</i></p>	<p>Create your own adventure.</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;</i></p> <p><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></p> <p><i>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.</i></p> <p><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></p> <p><i>Write simple captions and phrases by identifying sounds in them and representing the</i></p>	<p>My favourite memories</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;</i></p> <p><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></p> <p><i>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.</i></p> <p><i>Write recognisable letters, most of which are correctly formed; - Spell words by identifying</i></p>





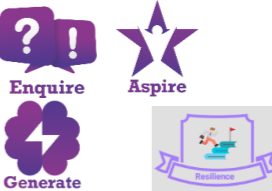



	<p>tricky words correctly Write short sentences using known lettersound correspond ences Spells Phase 2 and Phase 3 tricky words correctly Say a sentence, write and read it back to check it makes sense</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Begin to use capital letters, finger spaces and full stops when writing sentences. Re-read what they have written to check that it makes sense.</p>	<p>lettersound correspond ences Spells Phase 2 and Phase 3 tricky words correctly Say a sentence, write and read it back to check it makes sense</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>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.</p> <p>Identify features on a simple map (trees, house, river, mountain) Use maps to locate objects in 'real life'</p> <p>Draw information from simple maps</p>	<p>sentences using known lettersound correspond ences Spells Phase 2 and Phase 3 tricky words correctly Say a sentence, write and read it back to check it makes sense</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>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.</p> <p>Recount writing – Learn and retell simple recounts Children to learn that recounts: - Retell experiences in sequence -Use the past tense -Use time connectives</p>	<p>correspond ences Spells Phase 2 and Phase 3 tricky words correctly Say a sentence, write and read it back to check it makes sense</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Begin to use capital letters, finger spaces and full stops when writing sentences. Re-read what they have written to check that</p> <p>Engage in extended conversations about stories, learning new vocabulary Anticipate (where appropriate) key events in stories</p>	<p>Phase 2 tricky words correctly Write short sentences using known lettersound correspond ences Spells Phase 2 and Phase 3 tricky words correctly Say a sentence, write and read it back to check it makes sense</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Begin to use capital letters, finger spaces and full stops when writing sentences. Re-read what they have written to check that</p> <p>Engage in extended conversations about stories, learning new vocabulary Anticipate (where appropriate) key events in stories</p>	<p>sounds with a letter or letters. Spells Phase 2 tricky words correctly Write short sentences using known lettersound correspond ences Spells Phase 2 and Phase 3 tricky words correctly Say a sentence, write and read it back to check it makes sense</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>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.</p> <p>Recount writing – Learn and retell simple recounts Children to learn that recounts: -Retell experiences in sequence -Use the past tense -Use time connectives</p>	<p>sounds with a letter or letters. Spells Phase 2 tricky words correctly Write short sentences using known lettersound correspond ences Spells Phase 2 and Phase 3 tricky words correctly Say a sentence, write and read it back to check it makes sense</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Begin to use capital letters, finger spaces and full stops when writing sentences. Re-read what they have written to check that</p> <p>Engage in extended conversations about stories, learning new vocabulary Anticipate (where appropriate) key events in stories</p>	<p>sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by other</p> <p>Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Spells Phase 2 tricky words correctly Write short sentences using known lettersound correspond ences Spells Phase 2 and Phase 3 tricky words correctly Say a sentence, write and read it back to check it makes sense</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>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.</p>
<p>Phonics</p>	<p>Phase 4 CVCC and CCVC words with long vowel sounds</p> <p>Tricky words: we he she me be of says there when what one</p> <p>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.</p> <p>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.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</p>	<p>CCV/ CCVCC/ CCVC words</p> <p>Tricky Words: are pure sure here little says was do were</p> <p>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.</p> <p>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.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</p>	<p>Words ending in s /s/</p> <p>Words ending in s /z/</p> <p>Review words ending –es</p> <p>Longer words</p> <p>Tricky Words: my by like some come love do</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; 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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</p> 	<p>sounds with a letter or letters 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 Phase 3 tricky words correctly Say a sentence, write and read it back to check it makes sense Begin to form lowercase and capital letters correctly Write recognisable letters, most of which are correctly formed 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. 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 correspondences and, where necessary, a few exception words. 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</p> 	
Kinetic Letters	<p>Strength &amp; Dexterity: Review/set strength targets Words&amp; Numbers: Snuggling letters into words list 2 Pencil Hold maintenance: Pencil Hold review progress</p>	<p>Strength &amp; Dexterity: Review/check writing positions Words &amp; Numbers: Snuggling into words list 3 Pencil Hold Maintenance: Pencil helpers review use.</p>	<p>Strength &amp; Dexterity: Review use of animal positions Words &amp; Numbers: Snuggling into words list 4 Pencil Hold Maintenance: Monkey smile targets Focus- Snuggling: Snuggling into words</p>	<p>Strength &amp; Dexterity: Hand strength/dexterity targets Words &amp; Numbers: Snuggling letters into words List 5 Pencil Hold Maintenance: Monkey smile targets</p>	<p>Strength &amp; Dexterity: integrate coin challenge Words &amp; Numbers: Pushing Numbers Pencil Hold Maintenance: Monkey smile targets</p>	<p>Strength &amp; Dexterity: Set strength targets Words&amp; Numbers: Pulling Numbers Pencil Hold Maintenance: Monkey smile targets Focus- Snuggling: Doodle Trails/patterns</p>	<p>Review Week Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Write recognisable letters, most of which are correctly formed; Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at</p>	

	<p><b>Focus- Snuggling: Snuggling into words</b>  <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; 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><b>Focus- Snuggling: Snuggling into words</b>  <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; 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><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; 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><b>Focus- Snuggling: Snuggling into words</b>  <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; 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><b>Focus- Snuggling: Doodle Trails/patterns</b>  <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; 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><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; 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><i>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> 	
Maths	<p><b>Mass</b>  <i>To compare length, weight, time and capacity  Compare, describe and solve practical problems for: length, mass/weight, capacity</i></p>	<p><b>Volume and Capacity</b>  <i>To compare length, weight, time and capacity  Compare, describe and solve practical problems for: length, mass/weight, capacity</i></p>	<p><b>Money</b>  Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 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. Begin to solve problems involving sharing and halving Solve one-step number problems involving addition, subtraction, division and multiplication. Recognise, find and name half and quarter of an object, shape or quantity</p>	<p><b>Data</b>  Identify and represent numbers using objects and pictorial representations</p>	<p><b>Problem solving</b>  Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 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. Begin to solve problems involving sharing and halving Solve one-step number problems involving addition, subtraction, division and multiplication. Recognise, find and name half and quarter of an object, shape or quantity Given a number, identify one more or less. Solve one-step number problems</p>	<p><b>Word Patterns</b>  Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 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. Begin to solve problems involving sharing and halving Solve one-step number problems involving addition, subtraction, division and multiplication. Recognise, find and name half and quarter of an object, shape or quantity Given a number, identify one more or less. Solve one-step number problems</p>	<p><b>Review</b>  Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts 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.. To compare length, weight, time and capacity Compare, describe and solve practical problems for: length, mass/weight, capacity To compare length, weight, time and capacity Compare, describe and solve practical problems for: length, mass/weight, capacity Begin to solve problems involving sharing and halving Solve one-step number problems involving addition, subtraction, division and multiplication. Recognise, find and name half and quarter of an object, shape or quantity Identify and represent numbers using objects and pictorial representations involving sharing and halving</p>	

								
<p>PSED</p>	<p>I can name parts of the body  <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i> - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  <i>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 foods I can eat to be healthy  <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>Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p> 	<p>I understand that we all grow from babies to adults.  <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>Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p> 	<p>I can express how I feel about moving to Year 1  <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>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i> - Explain the reasons for rules, know right from wrong and try to behave accordingly;  <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i>  <i>Understands why changes have been made e.g. lining up at a different door, going to a different room in the school Embraces change as much as consistency e.g. understands it is a 'special' event</i></p> 	<p>I can talk about my worries and/or the things I am looking forward to about being in Year 1  <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>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i> - Explain the reasons for rules, know right from wrong and try to behave accordingly;  <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</i>  <i>Understands why changes have been made e.g. lining up at a different door, going to a different room in the school Embraces change as much as consistency e.g. understands it is a 'special' event</i>  <i>Begin to consider and value other points of view particularly when they are different to their own</i>  <i>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 can share my memories of the best bits of this year in Reception  <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>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i> - Explain the reasons for rules, know right from wrong and try to behave accordingly;  <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</i>  <i>Understands why changes have been made e.g. lining up at a different door, going to a different room in the school Embraces change as much as consistency e.g. understands it is a 'special' event</i>  <i>Begin to consider and value other points of view particularly when they are different to their own</i>  <i>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 can share my memories of the best bits of this year in Reception  <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>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i> - Explain the reasons for rules, know right from wrong and try to behave accordingly;  <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</i>  <i>Understands why changes have been made e.g. lining up at a different door, going to a different room in the school Embraces change as much as consistency e.g. understands it is a 'special' event</i>  <i>Begin to consider and value other points of view particularly when they are different to their own</i>  <i>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>Transition work</p>

<p>RE</p>	<p><b>What Is special to you?</b>  <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;</i>  <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i>  <i>Begin to consider and value other points of view particularly when they are different to their own</i>  <i>Knows that there are special places of worship</i></p> 	<p><b>Where is special to you?</b>  <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;</i>  <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i>  <i>Begin to consider and value other points of view particularly when they are different to their own</i>  <i>Knows that there are special places of worship</i></p> 	<p><b>What is a special Place</b>  <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;</i>  <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i>  <i>Begin to consider and value other points of view particularly when they are different to their own</i>  <i>Knows that there are special places of worship</i></p> 	<p><b>Research special places for different religions</b>  <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;</i>  <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i>  <i>Begin to consider and value other points of view particularly when they are different to their own</i>  <i>Knows that there are special places of worship</i>  <i>Can name different religious venues – Church, Mosque, Temple and Gurdwara</i>  <i>Knows why religious venues are special and who goes there</i>  <i>Develop positive attitudes about differences between people</i>  <i>Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></p> 	<p><b>Look at similarities and differences in places of Worship</b>  <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;</i>  <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i>  <i>Begin to consider and value other points of view particularly when they are different to their own</i>  <i>Knows that there are special places of worship</i>  <i>Can name different religious venues – Church, Mosque, Temple and Gurdwara</i>  <i>Knows why religious venues are special and who goes there</i>  <i>Develop positive attitudes about differences between people</i>  <i>Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></p> 	<p><b>Visit a local church</b>  <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;</i>  <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i>  <i>Begin to consider and value other points of view particularly when they are different to their own</i>  <i>Knows that there are special places of worship</i>  <i>Can name different religious venues – Church, Mosque, Temple and Gurdwara</i>  <i>Knows why religious venues are special and who goes there</i>  <i>Develop positive attitudes about differences between people</i>  <i>Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></p> 	<p><b>Draw/Paint places of worship.</b>  <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;</i>  <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i>  <i>Begin to consider and value other points of view particularly when they are different to their own</i>  <i>Knows that there are special places of worship</i>  <i>Can name different religious venues – Church, Mosque, Temple and Gurdwara</i>  <i>Knows why religious venues are special and who goes there</i>  <i>Develop positive attitudes about differences between people</i>  <i>Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></p> 
<p>UW</p>	<p><b>Map making</b>  <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.</i>  <i>Identify features on a simple map (trees, house, river, mountain) Use maps to locate objects in ‘real life’</i>  <i>Draw information from simple maps</i>  <i>Knows that they live in the UK and can name as least 1 other country</i>  <i>Can name the some of the countries that make up the UK and at least 2 other countries</i></p>	<p><b>Research different environments you can explore.</b>  <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.</i>  <i>Talk about local environments</i>  <i>Recognise some environments that are different to the one in</i></p>	<p><b>Look at different materials found in the environment and explore similarities and differences.</b>  <i>Explore the natural world around them, describing what they see, hear and feel whilst outside</i>  <i>Explore collections of materials, identifying with similar and/or different properties</i>  <i>Talks about differences between materials and changes they notice</i>  <i>Explores the natural world around them, making observations and drawing pictures of animals and plants</i></p>	<p><b>Make an environment for the Super worm.</b>  <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.</i>  <i>Talk about local environments</i>  <i>Recognise some environments that are different to the one in which they live</i>  <i>Use pictures to compare</i></p>	<p><b>Go on a walk in the local environment and find minibeasts linking to the Super worm story.</b>  <i>Explore the natural world around them, describing what they see, hear and feel whilst outside</i>  <i>Explore collections of materials, identifying with similar and/or different properties</i>  <i>Talks about differences between materials and changes they notice</i>  <i>Explores the natural world around them, making observations and drawing pictures of animals and plants</i></p>	<p><b>Properties of materials</b>  <i>Explore the natural world around them, describing what they see, hear and feel whilst outside</i>  <i>Explore collections of materials, identifying with similar and/or different properties</i>  <i>Talks about differences between materials and changes they notice</i>  <i>Explores the natural world around them, making observations and drawing pictures of animals and plants</i></p>	<p><b>Create a map of your adventure.</b>  <i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from</i>  <i>Identify features on a simple map (trees, house, river, mountain) Use maps to locate objects in ‘real life’</i>  <i>Draw information from simple maps</i>  <i>Knows that they live in the UK and can name as least 1 other country</i>  <i>Can name the some of the countries that make up the UK and at least 2 other countries</i>  <i>Talk about local environments</i>  <i>Recognise some environments</i></p>

	 <p>Enquire</p> <p>Generate</p>	<p><i>which they live Use pictures to compare and contrast environments around the world</i></p>  <p>Enquire</p> <p>Generate</p>	 <p>Enquire</p> <p>Generate</p>	<p><i>and contrast environments around the world</i></p>  <p>Enquire</p> <p>Generate</p>	<p><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</i></p>  <p>Enquire</p> <p>Generate</p>	 <p>Enquire</p> <p>Generate</p>	<p><i>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>EAD</p>	<p><b>Map making using materials</b></p> <p><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></p> <p><i>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</i></p> <p><i>Children begin to draw self-portraits, landscapes and buildings/cityscapes</i></p> <p><i>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 and design techniques in using colour, pattern, texture, line, shape, form and space</i></p>  <p>Enquire</p> <p>Generate</p>	<p><b>Design and make stick friends to take on your own adventure.</b></p> <p><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></p> <p><i>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.</i></p> <p><i>Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</i></p> <p><i>Make informed choices of which material is best to use when junk modelling</i></p> <p><i>Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc</i></p> <p><i>Draw designs before making models Begin to add labels to designs Share their creations, explaining the process they have used</i></p>  <p>Enquire</p> <p>Generate</p> <p>Together</p>	<p><b>Create a piece of artwork using different textures/materials found outdoors.</b></p> <p><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></p> <p><i>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.</i></p> <p><i>Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</i></p> <p><i>Make informed choices of which material is best to use when junk modelling</i></p> <p><i>Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc</i></p> <p><i>Draw designs before making models Begin to add labels to designs Share their creations, explaining the process they have used</i></p>  <p>Enquire</p> <p>Generate</p> <p>Liberty</p>	<p><b>Design and make a magic wand for Wizard Lizard.</b></p> <p><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></p> <p><i>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.</i></p> <p><i>Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</i></p> <p><i>Make informed choices of which material is best to use when junk modelling</i></p> <p><i>Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc</i></p> <p><i>Draw designs before making models Begin to add labels to designs Share their creations, explaining the process they have used</i></p>  <p>Enquire</p> <p>Generate</p>	<p><b>Clay/playdough-make your own Super insect.</b></p> <p><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></p> <p><i>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</i></p> <p><i>Build models which replicate those in real life using a variety of resources</i></p> <p><i>Manipulates clay (rolls, cuts, squashes, pinches, twist etc.)</i></p> <p><i>Makes a model using clay</i></p> <p><i>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>Enquire</p> <p>Generate</p>	<p><b>Paint using different materials.</b></p> <p><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></p> <p><i>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</i></p> <p><i>Add white or black paint to alter tint or shade</i></p> <p><i>Colour matching to a specific colour and shade</i></p> <p><i>Can independently select additional tools (stampers, rollers etc.) to improve their painting</i></p> <p><i>Create patterns or meaningful pictures when printing</i></p> <p><i>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 and design techniques in using colour, pattern, texture, line, shape, form and space</i></p>  <p>Enquire</p> <p>Generate</p>	<p><b>Create your own adventure box.</b></p> <p><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></p> <p><i>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.</i></p> <p><i>Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</i></p> <p><i>Make informed choices of which material is best to use when junk modelling</i></p> <p><i>Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc</i></p> <p><i>Draw designs before making models Begin to add labels to designs Share their creations, explaining the process they have used</i></p> <p><i>Build models which replicate those in real life using a variety of resources</i></p> <p><i>Manipulates clay (rolls, cuts, squashes, pinches, twist etc.)</i></p> <p><i>Makes a model using clay</i></p> <p><i>Select from and use a range of tools and equipment to perform practical tasks. 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<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>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>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>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>. 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>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>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>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>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>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>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>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>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>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. 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<p>PE</p>	<p><i>Games-Tag Games, Dodgeball, Running Games, Teamwork.</i>                      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.  <i>Catching ball in both hands while moving. Extends bent arms forward. Moves towards ball as it is caught. Brings ball close to body</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 the ball towards a target                      Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p>	<p><i>Games-Tag Games, Dodgeball, Running Games, Teamwork.</i>                      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.  <i>Catching ball in both hands while moving. Extends bent arms forward. Moves towards ball as it is caught. Brings ball close to body</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. 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<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"> <li>• Playing and Exploring: Finding out and exploring; Using what they know in their play; Being willing to have a go</li> <li>• Active Learning: Being involved and concentrating; Keeping on trying; Enjoying achieving what they set out to do</li> <li>• 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.</li> </ul> <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>							