




































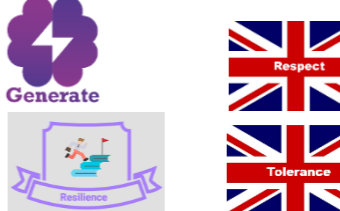












Who am I?	1-2 nd September	5-9 th September	12 th -16 th September	19 th -23 rd September	26 th –30 th September	3 rd -7 th October	10 th -14 th October
Book Focus		Settling in week. Baseline and Visits	This is me and my Family 	My House 	Likes and Dislikes 	The Three Little Pigs 	Harvest Festival 
Key vocabulary			Me, myself, family, Home, Special, similar, different, feelings, important, Family Tree, Mum, Dad, brother, sister, aunt, uncle, cousin, Grandma, Grandad	House, Home, building, family, friendship, special, place, Kitchen, bedroom, Living Room, Garden, Hallway, Bathroom,	Like, Dislike, special, feelings, happy, sad, angry, upset, important, Family,	House, bricks, straw, sticks, wolf, Pig, Huff, Puff, blow, Home, Family, Special,	Harvest, festival, Fruit, Scarecrow, crop, field, wheat bread, tractor, pumpkin, plough, celebrate,
Literacy/ CL	<h1>Closed</h1>	Interaction in play – forming relationships. CL focus in phonics session. <i>. Use longer sentences of four to six 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. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</i> Start and continue a conversation with an adult or friend with many turns Use longer sentences of 4-6 words Use a wide range of vocabulary 	Talk about who is in your Family. <i>Use longer sentences of four to six 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. • Start a conversation with an adult or a friend and continue it for many turns. Use a wider range of vocabulary Engage in extended conversations about stories, learning new vocabulary.</i> Start and continue a conversation with an adult or friend with many turns Use longer sentences of 4-6 words Use a wide range of vocabulary 	Talk about our home, what does our house look like. Using sponges print pictures of houses. <i>Use longer sentences of four to six 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. • Start a conversation with an adult or a friend and continue it for many turns. Use a wider range of vocabulary Engage in extended conversations about stories, learning new vocabulary.</i> Start and continue a conversation with an adult or friend with many turns Use longer sentences of 4-6 words Use a wide range of vocabulary 	Observations in play – talk about what we like playing with and what we don't. What is our favourite in the foundation stage? What is our favourite at home? <i>. Use longer sentences of four to six 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. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</i> Start and continue a conversation with an adult or friend with many turns Use longer sentences of 4-6 words Use a wide range of vocabulary 	Join in with repeated phrases in the story of the three little pigs. <i>Engage in extended conversations about stories, learning new vocabulary. Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened Repeat words and phrases from familiar stories Begin to take part in whole class retelling of text map Begin to understand beginning, middle and end Enjoy sharing books with an adult Enjoy songs and rhymes, tuning in and paying attention Have favourite books and seek them out, to share with an adult, with another child, or to look at alone Say some of the words in songs and rhymes</i> 	Harvest festival assembly focus. Communicating learning to others. <i>Engage in extended conversations about stories, learning new vocabulary. Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened Use a wide range of vocabulary Enjoy sharing books with an adult Enjoy songs and rhymes, tuning in and paying attention Have favourite books and seek them out, to share with an adult, with another child, or to look at alone Say some of the words in songs and rhymes</i> 
Phonics		Phase 1 Aspect 1 General sound discrimination- Environmental Sounds. Intent: Getting to know you week, Learning to listen and follow instructions. <i>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</i>	Phase 1 Aspect 1 Environmental Sounds Tuning into sounds (auditory discrimination). Intent: To develop children's listening skills and awareness of sounds in the environment. <i>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</i>	Phase 1 Aspect 1 Environmental Sounds Tuning into sounds (auditory discrimination). Intent: To develop children's listening skills and awareness of sounds in the environment. <i>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</i> <i>Stops to listen for directions from an adult but may need support to do this e.g. visual</i>	Phase 1 Aspect 1 Environmental Sounds Listening and remembering sounds (auditory memory and sequencing). Intent: Further development of vocabulary and children's identification and recollection of the difference between sounds. <i>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</i>	Phase 1 Aspect 1 Environmental Sounds Listening and remembering sounds (auditory memory and sequencing). Intent: Further development of vocabulary and children's identification and recollection of the difference between sounds. <i>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise</i>	Phase 1 Aspect Environmental sounds Talking about sounds (developing vocabulary and language comprehension). Intent: To make up simple sentences and talk in greater detail about sounds. <i>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</i>

		<p><i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i></p> 	<p><i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i></p> 	<p><i>cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i></p> 	<p><i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i></p> 	<p><i>words with the same initial sound, such as money and mother Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i></p> 	<p><i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i></p> 
<p>Kinetic Letters</p>	<p>N/A</p>	<p>Animal position- gorilla and penguin <i>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Show a preference for a dominant hand Collaborate with others to manage large items, such 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)</i></p> 	<p>Animal positions gorilla, penguin and meerkat <i>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Show a preference for a dominant hand Collaborate with others to manage large items, such 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)</i></p> 	<p>Animal positions gorilla, penguin, meerkat and stone lion <i>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Show a preference for a dominant hand Collaborate with others to manage large items, such 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)</i></p> 	<p>Animal positions gorilla, penguin, meerkat, stone lion and lizard. <i>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Show a preference for a dominant hand Collaborate with others to manage large items, such 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)</i></p> 	<p>Review week <i>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Show a preference for a dominant hand Collaborate with others to manage large items, such 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)</i></p> 	
<p>Maths</p>	<p>To recognise colours. To name colours. <ul style="list-style-type: none"> Notice patterns and arrange things in patterns Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Talk about and identify the patterns around them </p>	<p>To participate in number songs up to 5. <i>Take part in finger rhymes with numbers.</i> <ul style="list-style-type: none"> Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. <i>Say number words in sequence (initially 5, then 10 and then extending to larger numbers) Count using 1:1 correspondence</i> </p>	<p>To match objects that the same. <i>Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.</i> <i>Make comparisons between objects relating to size, length, weight and capacity.</i> <i>Compare collections and begin to talk about which group has more Identify groups with the same number of things</i> </p>	<p>To say why an object is different <i>Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.</i> <i>Make comparisons between objects relating to size, length, weight and capacity.</i> <i>Compare collections and begin to talk about which group has more Identify groups with the same number of things</i> </p>	<p>To sort objects into groups. <i>Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.</i> <i>Make comparisons between objects relating to size, length, weight and capacity.</i> <i>Can physically partition several things into two groups and can recognise these groups can be recombined to make the same total</i> </p>	<p>To sort objects in different ways. <i>Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.</i> <i>Make comparisons between objects relating to size, length, weight and capacity.</i> <i>Can physically partition several things into two groups and can recognise these groups can be recombined to make the same total</i> </p>	

<p>PSED</p>		<p>I understand how it feels to belong and that we are similar and different</p> <p><i>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on</i></p> <p><i>Develop their sense of responsibility and membership of a community.</i></p> <p><i>Understand gradually how others might be feeling.</i></p> <p><i>Show likes and preferences</i></p> <p><i>Able to choose what they prefer from a range of activities or resources</i></p> <p><i>Begin to understand that their choices can be different or the same as their peers</i></p>	<p>I understand how feeling happy and sad can be expressed</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p><i>Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling.</i></p> <p><i>Feel safe to express a range of emotions</i></p> <p><i>Begin to link emotions with pictures/emojis by looking at key features for e.g. smile, tears</i></p> <p><i>Begin to use limited emotional language about themselves e.g. I'm sad/ happy/angry</i></p>	<p>I can work together and consider other people's feelings</p> <p><i>about and manage their emotions.</i></p> <p><i>Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling.</i></p> <p><i>Feel safe to express a range of emotions</i></p> <p><i>Begin to link emotions with pictures/emojis by looking at key features for e.g. smile, tears</i></p> <p><i>Begin to use limited emotional language about themselves e.g. I'm sad/ happy/angry</i></p> <p><i>Begin to show an awareness of other children's feelings for e.g. when happy/sad/ angry</i></p> <p><i>Understand that there are different ways to respond to experiences, activities and resources</i></p>	<p>I can use gentle hands and understand that it is good to be kind to people</p> <p><i>Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</i></p> <p><i>Begin to show an awareness of other children's feelings for e.g. when happy/sad/ angry</i></p> <p><i>Understand that there are different ways to respond to experiences, activities and resources</i></p> <p><i>Notice and ask questions about differences, such as: skin colour, gender, special needs etc</i></p> <p><i>Know that they have an opinion and ideas</i></p> <p><i>Understands not everyone will always agree</i></p> <p><i>Use an adult to support conflict and to find a mutual resolution</i></p>	<p>I am starting to understand children's rights and this means we should all be allowed to learn and play</p> <p>Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.</p> <p><i>Think about the perspectives of others.</i></p> <p><i>Begin to show an awareness of other children's feelings for e.g. when happy/sad/ angry</i></p> <p><i>Understand that there are different ways to respond to experiences, activities and resources</i></p> <p><i>Notice and ask questions about differences, such as: skin colour, gender, special needs etc</i></p> <p><i>Know that they have an opinion and ideas</i></p> <p><i>Understands not everyone will always agree</i></p> <p><i>Use an adult to support conflict and to find a mutual resolution</i></p> <p><i>Plays alongside other children</i></p>	<p>I am learning what being responsible means</p> <p><i>Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.</i></p> <p><i>Understands boundaries</i></p> <p><i>Begins to follow rules and routines but uses other children or adults for prompts</i></p> <p><i>Begins to predict routines</i></p>
<p>RE</p>		<p>What makes me Special?</p> <p><i>Continue developing positive attitudes about the differences between people.</i></p> <p><i>Able to say who they are and who they live with</i></p> <p><i>Comments on recent pictures of experiences in their own life e.g. "This was me at the farm"</i></p>	<p>Who is Special to me</p> <p><i>Continue developing positive attitudes about the differences between people</i></p> <p><i>Able to say who they are and who they live with</i></p> <p><i>Comments on recent pictures of experiences in their own life e.g. "This was me at the farm"</i></p> <p><i>Begin to know that there are differences between what people believe</i></p>	<p>Where is Special to you and Why?</p> <p><i>Continue developing positive attitudes about the differences between people</i></p> <p><i>Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways</i></p> <p><i>Able to say who they are and who they live with</i></p> <p><i>Comments on recent pictures of experiences in their own life e.g. "This was me at the farm"</i></p> <p><i>Begin to know that there are differences between what people believe</i></p>	<p>Explore why a Church is Special to Christians.</p> <p><i>Continue developing positive attitudes about the differences between people</i></p> <p><i>Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways</i></p> <p><i>Knows that there are special places of worship</i></p> <p><i>Begin to know that there are differences between what people believe</i></p> <p><i>Develop positive attitudes about differences between people</i></p>	<p>Harvest Assembly</p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways</i></p> <p><i>Recognise some environments that are different to the one in which they live. • Knows that there are special places of worship</i></p> <p><i>Begin to know that there are differences between what people believe</i></p> <p><i>Develop positive attitudes about differences between people</i></p>	<p>Harvest Assembly</p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways</i></p> <p><i>Recognise some environments that are different to the one in which they live. • Knows that there are special places of worship</i></p> <p><i>Begin to know that there are differences between what people believe</i></p> <p><i>Develop positive attitudes about differences between people</i></p>
<p>UW</p>		<p>Explore the environment around them through play.</p> <p><i>Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. Make comments on what they find/see. Begin to understand the need to respect and care for the natural environment and all living things.</i></p> <p><i>Talk about the differences between materials and changes they notice.</i></p>	<p>Talk about who they are and be able to say some family members.</p> <p><i>Begin to make sense of their own life-story and family's history.</i></p> <p><i>Continue developing positive attitudes about the differences between people.</i></p> <p><i>Able to say who they are and who they live with</i></p> <p><i>Can briefly talk about some of their family members</i></p>	<p>Be able to say where they live and talk about their home.</p> <p><i>Begin to make sense of their own life-story and family's history.</i></p> <p><i>Continue developing positive attitudes about the differences between people</i></p> <p><i>Able to say who they are and who they live with</i></p> <p><i>Can briefly talk about some of their family members</i></p>	<p>Talk about what they like. Similarities/differences between each other.</p> <p><i>Continue developing positive attitudes about the differences between people</i></p> <p><i>Able to say who they are and who they live with</i></p> <p><i>Can briefly talk about some of their family members</i></p> <p><i>Able to say who they are and who they live with</i></p> <p><i>Can briefly talk about some of their family members</i></p>	<p>Explore different foods linked to Harvest Festival</p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways</i></p> <p><i>Recognise some environments that are different to the one in which they live. • Begin to know that there are differences between what people believe</i></p> <p><i>Use all their senses in hands-on exploration of natural materials.</i></p> <p><i>Talk about what they see, using a wide vocabulary</i></p>	<p>To say what Harvest is/means.</p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways</i></p> <p><i>Recognise some environments that are different to the one in which they live. • Begin to know that there are differences between what people believe</i></p> <p><i>Use all their senses in hands-on exploration of natural materials.</i></p> <p><i>Talk about what they see, using a wide vocabulary</i></p>

		<p>Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary</p> 					
<p>EAD</p>		<p>Self portrait</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. <p>Makes marks. Draws circles and lines Draws faces with features and gives meaning to marks Draws potato people (no neck or body)</p> 	<p>Collage things they like.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make</p> 	<p>Brick printing of my house and what the bricks look like.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures <p>Explore colour and colour-mixing. Print with large blocks and larger sponges Print using a range of materials</p> 	<p>Make clay houses to represent houses in different places.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures <p>Explores clay using fingers. Makes marks in clay Manipulates clay (rolls, cuts, squashes, pinches, twist etc.)</p> 	<p>Making a house for the three little pigs.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures <p>Explore colour and colour-mixing. Builds towers by stacking objects. Builds walls to create enclosed spaces. Use glue sticks to join items with support Build simple models using a variety of resources Create a model with one texture Use glue sticks to join items with support Use glue spatulas to join items with support</p> 	<p>Harvest festival assembly.</p> <ul style="list-style-type: none"> • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas <p>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</p> 
<p>Music</p>	<p>N/A</p>	<p>Listen and Respond - Happy by Pharrell Williams: Play the song. Have fun finding the pulse together.</p> <p>Explore and Create Using Voices: Copycat rhythm games</p> <p>Sing: Listen to, then learn to sing 1,2,3,4,5</p> <p>Share and Perform: What has been learnt in the lesson</p> <p>Listen with increased attention to sounds.</p> <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. <p>Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions</p>	<p>Listen and Respond: Sing by The Carpenters</p> <p>Explore and Create Using Voices: High and low games (pitch)</p> <p>Sing: Listen to or sing along with the action song Name Song</p> <p>Share and Perform; Share and perhaps perform what has taken place in today's lesson</p> <p>Listen with increased attention to sounds.</p> <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. <p>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</p>	<p>Listen and Respond: Sing by A Rainbow by Peggy Lee: Play the song. Have fun finding the pulse together</p> <p>Explore and Create Using Voices:</p> <p>Using the Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man, Name Song or Things for Fingers games track, find the pulse in different ways</p> <p>Sing: Listen to or sing along with the action song Name Song</p> <p>Share and Perform; Share and perhaps perform what has taken place in today's lesson</p> <p>Listen with increased attention to sounds.</p> <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments 	<p>Listen and Respond - Happy Birthday by Stevie Wonder: Play the song. Have fun finding the pulse together.</p> <p>Explore and Create Using Voices: Copycat rhythm games</p> <p>Sing: Listen to then learn to sing a nursery rhyme.</p> <p>s Options: Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man, Five Little Ducks</p> <p>Share and Perform; Share and perhaps perform what has taken place in today's lesson</p> <p>Listen with increased attention to sounds.</p> <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song 	<p>Listen and Respond - Our House by Madness: Play the song. Have fun finding the pulse together.</p> <p>Explore and Create Using Voices</p> <p>Listen to or sing along with the action song Things or fingers</p> <p>Share and Perform; Share and perhaps perform what has taken place in today's lesson</p> <p>Listen with increased attention to sounds.</p> <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. <p>Explore a range of sound-makers and instruments and play them in</p>	<p>Listen and Respond - Our House by Madness: Play the song. 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<p>PE</p>		<p>N/A</p>	<p>Movement, Space, Turning, Balance, Jumping, Throwing, Catching, Skipping, Hopping Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width Child, supported by partner or chair, stands on dominant (preferred) leg and bends other behind as in 'one leg stand'. He/she then raises dominant leg on to toes and down again Holding onto chair and attempt hop on preferred leg (lifting toes off the floor and landing safely) Hop on preferred leg with no support and land safely Swing up, swing down. Child stands with knees slightly apart and bent knees. Arms are positioned behind. He/she is then instructed to raise his/her arms forwards and upwards and stand on his/her toes. Repeat until fluent, "Swing up, swing down" Jump off a step. Using skills from 'Swing up, swing down' but jump off small step e.g. twothree gym mats (may need to hold hands initially) Stand and jump forward landing safely Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. 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			<p>Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through Kicking the ball from the knee. Stands near ball with knee bent. Pushes ball forward with foot. Straightens leg forward after kick Kicking the ball with minimal follow through. Stands near ball with knee bent. Straightens knee before touching the ball. Kicks with minimal arm-leg opposition. Continues to move kicking leg forward after the kick</p> 	<p>downward and forward without follow through Kicking the ball from the knee. Stands near ball with knee bent. Pushes ball forward with foot. Straightens leg forward after kick Kicking the ball with minimal follow through. Stands near ball with knee bent. Straightens knee before touching the ball. Kicks with minimal arm-leg opposition. Continues to move kicking leg forward after the kick</p> 	<p>downward and forward without follow through Kicking the ball from the knee. Stands near ball with knee bent. Pushes ball forward with foot. Straightens leg forward after kick Kicking the ball with minimal follow through. Stands near ball with knee bent. Straightens knee before touching the ball. Kicks with minimal arm-leg opposition. Continues to move kicking leg forward after the kick</p> 	<p>throwing arm downward and forward without follow through Kicking the ball from the knee. Stands near ball with knee bent. Pushes ball forward with foot. Straightens leg forward after kick Kicking the ball with minimal follow through. Stands near ball with knee bent. Straightens knee before touching the ball. Kicks with minimal arm-leg opposition. Continues to move kicking leg forward after the kick</p> 	<p>initially) Stand and jump forward landing safely Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through Kicking the ball from the knee. Stands near ball with knee bent. Straightens knee before touching the ball. Kicks with minimal arm-leg opposition. Continues to move kicking leg forward after the kick</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 • 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. 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>						