	1-2 <sup>nd</sup> September	5-9 <sup>th</sup> September	12 <sup>th</sup> -16 <sup>th</sup> September	19 <sup>th</sup> -23 <sup>rd</sup> September	26 <sup>th</sup> –30th September	3 <sup>rd</sup> -7 <sup>th</sup> October	10 <sup>th</sup> -14 <sup>th</sup> October
Book Focus		This is me and my Family	Likes and Dislikes	My House	A place called Home	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	Like, Dislike, special, feelings, happy, sad, angry, upset, important, Family,	House, Home, building, family, friendship, special, place, Kitchen, bedroom, Living Room, Garden, Hallway, Bathroom,	Building, different, similar, home, House, flat, apartment, bungalow, Cottage, Caravan, Detached, Semi-detatched, terraced,	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	Baseline	Talk about who is in your Family. Draw and Label using initial sounds  Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  • Talk about members of their immediate family and community. • Name and describe people who are familiar to them.  Articulate their ideas and thoughts in well-formed sentences Invented spelling — write the first and last letter/ sound which signifies the whole word  Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d  Articulate ideas and thoughts in well formed sentences  Marks including more complex prewriting shapes More detailed representations of people Detailed pictures of other objects using shapes More detailed representations of multiple objects	Generate	Tolerance	formed sentences	Story map of the Three Little Pigs Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. Invented spelling – write the first and last letter/ sound which signifies the whole word Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d Articulate ideas and thoughts in well formed sentences Marks including more complex pre- writing shapes More detailed representations of people Detailed pictures of other objects using shapes More detailed representations of multiple objects Articulate ideas and thoughts in well formed sentences	Instructions for growing our own vegetables Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. Understand the effect of changing seasons on the natural world around them Invented spelling — write the first and last letter/ sound which signifies the whole word Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d Articulate ideas and thoughts in well formed sentences Marks including more complex prewriting shapes More detailed representations of people Detailed pictures of other objects using shapes More detailed representations of multiple objects Articulate ideas and thoughts in well formed sentences

## **Phonics Kinetic Letters**

Teach: S, a, t, p Formation focus. Blending game to include: top, leg, head, arm nod, clap, tap, rub, duck, frog, dog, snake, sun, ant, peg, tin, sock.

Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known lettersound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and eniovment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s Develop the foundations of a handwriting style which is fast, accurate and efficient Read individual letters by saving the sounds for them Blend sounds into words Beain to read short words made up of known letter sound correspo ndences Read a few common exception words matched to the school's phonic program me. Read some letter groups that each represent one sound and say sounds for them Read words consistent with phonic knowledge by sound blending

Teach: I, n, m, d. Blend: sat, sit, tap, pan, nap, sip, man, map, mat, dip, dad, sad, pat. Read individual letters by saying the

sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known lettersound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and eniovment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s Develop the foundations of a handwriting style which is fast, accurate and efficient Read individual letters by saying the sounds for them Blend sounds into words Beain to read short words made up of known letter sound correspo ndences Read a few common exception words matched to the school's phonic program me. Read some letter groups that each represent one sound and say sounds for them Read words consistent with phonic knowledge by sound blending

Teach: g, o, c, k Blend: man, pin, sat, dig, pig, tap, pat, pot, dog, pot, top, cat, cot, kit, kid, cog, man, tap Tricky word: is

Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s Develop the foundations of a handwriting style which is fast, accurate and efficient Read individual letters by saving the sounds for them Blend sounds into words Beain to read short words made up of known letter sound correspo -ndences Read a few common exception words matched to the school's phonic program me. Read some letter groups that each represent one sound and say sounds for

Read words consistent with phonic knowledge by sound blending

Teach: ck, e, u, r Independent blend: dig, pat, dad, man, cat, sip, cap, tap, top, sad Tricky word: I, is

Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word readina, their fluency and their understanding and enjoyment. • Form ower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s Develop the foundations of a handwriting style which is fast, accurate and efficient Read individual letters by saving the sounds for them Blend sounds into words Beain to read short words made up of known letter sound correspo -ndences Read a few common exception words matched to the school's phonic program me. Read some letter aroups that each represent one sound and say sounds for

Read words consistent with phonic knowledge by sound blending

## Teach: h, b, f, l Independent blend: dog, cup, ten, pet, red, get, mum, nod, duck, kid

Tricky word: the, is, I Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words, Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s Develop the foundations of a handwriting style which is fast, accurate and efficient Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspo -ndences Read a few common exception words matched to the school's phonic program me. Read some letter aroups that each represent one sound and say sounds for them Read words consistent with phonic knowledge by sound blending

## Assessment week

Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s Develop the foundations of a handwriting style which is fast, accurate and efficient Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspo -ndences Read a few common exception words matched to the school's phonic program me. Read some letter groups that each represent one sound and say sounds for them Read words consistent with phonic knowledge by sound blending







**Building Strength: Floor** monkeys/tree





finger workout

are correctly formed;



Building Strength: Echo Clapping & crawling Letter Moves: 6 Moves- Move it, Say it, Write it Begin Foundations: 3 friends

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. 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; - Begin to show accuracy and care when drawing. Write recognisable letters, most of which



Building strength: Hand strength/Dexterity targets Letter Moves: 6 Movesmagician and Trails Begin Foundations: peg pick up/pencil pick up Flow Movement: Flowfeeling/language



and climbina

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

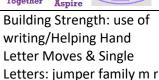


Letter Moves & single

letters: Jumper family-h n

Begin Foundations: Peg





Begin Foundations: Peg

Pick up/Pencil Pick up 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 Hold a pencil effectively in

preparation for fluent writina using the tripod grip in almost all cases: - Use a range of small tools. including scissors, paint brushes

**Building Strength: Animal** Positions & Finger Rhymes Letter Moves: 6 Moves identify and label. Begin Foundations: 3 Friends-naming fingers.

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 Hold a pencil effectively in preparation for fluent writing – using the tripod arip in almost all cases: - Use a range of small tools, including scissors, paint brushes and cutlery: - Beain to show accuracy and care when drawing.

Push ups & Monkey Bars Letter Moves: 6 Moves-Begin Foundations: Holding fingers bead pick up.

Negotiate space and obstacles safely, with consideration for themselves and others: - Demonstrate strenath. balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 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: - Beain to show accuracy and care when drawing.

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. 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

and climbina.

Write recognisable letters, most of Write recognisable letters, most of Use core muscle strength to achieve a cutlery; - Begin to show accuracy and care and cutlery; - Begin to show and cutlery; - Begin to show good posture when sitting at a table or which are correctly formed: accuracy and care when drawing. accuracy and care when drawing which are correctly formed; when drawina Use core muscle strength to achieve a Use core muscle strength to achieve a sitting on the floor. Good posture when at Write recognisable letters, most of which Write recognisable letters, most of Write recognisable letters, most of good posture when sitting at a table or the table means feet on the floor, bottom good posture when sitting at a table or are correctly formed; which are correctly formed: which are correctly formed: sitting on the floor. Good posture when sitting on the floor. Good posture when to back of chair and forearms resting on Use core muscle strength to achieve a Use core muscle strength to achieve Use core muscle strength to achieve at the table means feet on the floor, at the table means feet on the floor, table. Good posture when sitting on the good posture when sitting at a table or a good posture when sitting at a a good posture when sitting at a bottom to back of chair and forearms bottom to back of chair and forearms floor means legs crossed, shifting weight sitting on the floor. Good posture when at table or sitting on the floor. Good table or sitting on the floor. Good resting on table. Good posture when resting on table. Good posture when to hips and placing belly over hips the table means feet on the floor, bottom posture when at the table means posture when at the table means sitting on the floor means legs crossed, sitting on the floor means legs crossed, to back of chair and forearms resting on feet on the floor, bottom to back of feet on the floor, bottom to back of shifting weight to hips and placing shifting weight to hips and placing table. Good posture when sitting on the chair and forearms resting on table. chair and forearms resting on table. Good posture when sitting on the belly over hips belly over hips floor means legs crossed, shifting weight Good posture when sitting on the to hips and placing belly over hips floor means legs crossed, shifting floor means legs crossed, shifting weight to hips and placing belly weight to hips and placing belly Together AB Patterns Maths Matching Sorting Comparing and ordering Counting Counting Numerical Patterns: Compare quantities Numerical Patterns: Compare Numerical Patterns: Compare Numerical Patterns: Explore and represent Number: Have a deep Number: Have a deep quantities up to 10 in different quantities up to 10 in different up to 10 in different contexts patterns within numbers up to 10 understanding of numbers up to 10 understanding of numbers up to 10. contexts contexts Identify the unit of repeat Continue an Count objects, actions and sounds. Count objects, actions and sounds. Count objects, actions and sounds. Explore and represent patterns within ABC pattern that ends mid unit Continue Count beyond 10 Links numeral Numerical Patterns: Compare and create more complex patterns. E.g. Count beyond 10 Links numeral with Count beyond 10 Links numeral with numbers up to 10. with cardinal number value. quantities up to 10 in different ABC, ABB, ABBC. Spotting errors in cardinal number value cardinal number value Rich opportunities for children to develop patterns Count objects, actions and sounds. their spatial reasoning skills across all Count beyond 10 Links numeral areas of mathematics including shape, with cardinal number value. space and measures. Count objects, actions and sounds. Count beyond 10 Links numeral with cardinal number value Use vocabulary more, less, fewer and same to compare quantities Use concrete objects to find one more/one less than a Enquire **Enquire** Enquire Enquire **Enquire** Enquire **PSED** I can start to recognise and I understand how it feels to I enjoy working with others to I understand why it is good to be I am starting to understand I am learning what being make school a good place to be kind and use gentle hands children's rights and this belong and that we are manage my feelings responsible means · Build constructive and respectful relationships Build constructive and respectful means we should all be See themselves as a valuable See themselves as a valuable similar and different Express their feelings and consider the feelings relationships. • Express their feelings and individual. • Build constructive and allowed to learn and play See themselves as a valuable of others. • Show resilience and perseverance in consider the feelings of others. • Show Express their feelings and consider the respectful relationships. • Express the face of challenge. • Identify and moderate See themselves as a valuable individual. • Build constructive and resilience and perseverance in the face of feelings of others their feelings and consider the their own feelings socially and emotionally. • individual. • Build constructive and respectful relationships challenge. • Identify and moderate their Identify and moderate their own feelings of others. • Show resilience Think about the perspectives of others respectful relationships. • Express Recognise that people have different own feelings socially and emotionally. • feelings socially and emotionally Plays with one or more children in shared play and perseverance in the face of their feelings and consider the beliefs and celebrate special times in but may dip in and out Plays with one or more Think about the perspectives of others Increase their range of emotional challenge. • Identify and moderate different ways feelings of others. • Show resilience children, extending and elaborating play ideas Begin to talk with their friends about what their own feelings socially and vocabulary linked to relevant examples and perseverance in the face of Begin to be able to explain why they Inderstands who their friends are and what is fair and why. Adult support will emotionally. • Think about the Talk about their feelings in more challenge. • Identify and moderate like or dislike something Know that they need to do to sustain that friendship probably be needed to encourage a elaborated ways i.e. I'm sad because... perspectives of others their own feelings socially and Begin to talk with their friends about what is fai their preferences should be respected resolution Be able to talk about the Feel safe to express a range of feelings Begin to talk about examples of and why. Adult support will probably be needed emotionally. • Think about the by others See themselves as a valuable problem behind the conflict and suggest a and begin to develop an understanding to encourage a resolution Be able to talk about own or others' appropriate individual perspectives of others. resolution with support of an adult Be the problem behind the conflict and suggest a behaviour Begin to understand how of why they are feeling that way increase their range of emotional Begin to support a friend if they are able to talk through conflicts resolution with support of an adult Be able to Begin to understand how others might to make appropriate choices and vocabulary linked to relevant upset or need help Begin to talk through conflicts independently and begin independently and begin to create be feeling and why Begin to consider why Identify and moderate their examples Talk about their feelings understand how others might be to create resolutions independently resolutions independently Begin to and value other points of view own responses socially and in more elaborated ways i.e. I'm feeling and why Begin to consider and support a friend if they are upset or need particularly when they are different to emotionally. Show ability to follow sad because... Feel safe to express a value other points of view particularly help Begin to understand how others instructions involving several idea range of feelings and begin to when they are different to their ow might be feeling and why Begin to develop an understanding of why consider and value other points of view they are feeling that way particularly when they are different to

RE

Talk about members of their See themselves as a valuable Explore the natural world around Explore the natural world around Why? Special to Christians. individual. immediate family and community. • Understand that some places are special Understand that some places are special Talk about members of their Name and describe people who are Watch and talk about dance and Watch and talk about dance and to members of their community. to members of their community. immediate family and community. • performance art, expressing their performance art, expressing their familiar to them. Comments on recent pictures of Comments on recent pictures of Name and describe people who are feelings and responses. • Sing in a feelings and responses. • Sing in a Understand that some places are celebrations in their own life e.g. "This celebrations in their own life e.g. "This aroup or on their own, increasinaly aroup or on their own, increasinaly familiar to them. special to members of their was me celebrating Diwali" Comments on was me celebrating Diwali" Comments on matching the pitch and following matching the pitch and following Comments on recent pictures of images of familiar experiences (holidays, mages of familiar experiences (holidays, the melody the melody celebrations in their own life e.g. "This Comments on recent pictures of visiting the park and going to the dentist) visiting the park and going to the dentist) Explore and engage in music Explore and engage in music was me celebrating Diwali" Comments celebrations in their own life e.g. "This Develop positive attitudes about Develop positive attitudes about making and dance, performing solo making and dance, performing solo on images of familiar experiences was me celebratina Diwali" Comments differences between people differences between people or in aroups. or in aroups. (holidays, visiting the park and going on images of familiar experiences Can name different reliaious venues -Comments on recent pictures of Comments on recent pictures of to the dentist) (holidays, visiting the park and going Church, Mosaue, Temple and Gurdwara celebrations in their own life e.g. celebrations in their own life e.a. Develop positive attitudes about to the dentist) "This was me celebrating Diwali" "This was me celebrating Diwali" differences between people Develop positive attitudes about Comments on images of familiar Comments on images of familiar differences between people experiences (holidays, visiting the experiences (holidays, visiting the park and going to the dentist) park and going to the dentist) Develop positive attitudes about Develop positive attitudes about differences between people differences between people Can name different religious venues Can name different religious venues - Church, Mosque, Tem Church, Mosque, Ten Gurdwara Gurdwara Enquire UW Talk about members of Explore different Similarities and Differences Explore the environment Find out about how Make a map to guide people their Family-similarities and environment that people around their House. between Homes around the different fruits and that pigs live in. Draw information from a simple map. Explore the natural world around differences to their peers live. world vegetables are grown. them. • Describe what they see, Identify features on a simple map (trees, Talk about members of their Recognise some similarities and Recognise some similarities and Grow our own vegetables hear and feel whilst outside. • house, river, mountain) Use maps to immediate family and community. • differences between life in this country differences between life in this country Explore the natural world around locate objects in 'real life' Recognise some environments that Name and describe people who are and life in other countries. and life in other countries. them. • Describe what they see, are different to the one in which nows that they live in the UK and can familiar to them. Recognise some environments that are Recognise some environments that are hear and feel whilst outside name as least 1 other country Comments on recent pictures of different to the one in which they live. different to the one in which they live. Understand the effect of changing Knows that different countries have Talk about local environments celebrations in their own life e.g. "This Identify features on a simple map Identify features on a simple map (trees, seasons on the natural world different homes Recognise some environments that was me celebrating Diwali" Comments (trees, house, river, mountain) Use house, river, mountain) Use maps to are different to the one in which around them. Talk about local environments Recognise on images of familiar experiences maps to locate objects in 'real life' locate objects in 'real life' Talk about local environments some environments that are different to they live (holidays, visiting the park and going nows that they live in the UK and can nows that they live in the UK and can the one in which they live Explore the natural world around Recognise some environments that to the dentist) name as least 1 other country name as least 1 other country are different to the one in which them, describing what they see, Knows that different countries have Knows that different countries have they live hear and feel whilst outside different homes different homes Explore the natural world around Talk about local environments Talk about local environments Recognise them, describing what they see. Recognise some environments that are some environments that are different to hear and feel whilst outside different to the one in which th the one in which they live Enquire Collage things they like. **EAD** Self portrait and family tree. Brick printing of my house and Make clay houses to represent Making a house for the Harvest festival assembly. Explore, use and refine a variety of Explore, use and refine a variety of houses in different places. what the bricks look like. three little pigs. Listen attentively, move to and talk artistic effects to express their ideas artistic effects to express their ideas about music, expressing their feelings Explore, use and refine a variety of artistic Explore, use and refine a variety of artistic Explore, use and refine a variety of and feelings. • Return to and build on and feelings. • Return to and build on and responses. • Watch and talk about effects to express their ideas and feelings. effects to express their ideas and feelings. artistic effects to express their ideas dance and performance art, expressing their previous learning, refining ideas their previous learning, refining ideas Return to and build on their previous Return to and build on their previous and feelings. • Return to and build their feelings and responses. • Sing in a and developing their ability to and developing their ability to learning, refining ideas and developing earning, refining ideas and developing on their previous learning, refining aroup or on their own, increasinaly represent them. • Create represent them. • Create ideas and developing their ability to their ability to represent them. • Create their ability to represent them. • Create natching the pitch and following the collaboratively, sharing ideas, collaboratively, sharing ideas, collaboratively, sharing ideas, resources collaboratively, sharing ideas, resources represent them. • Create resources and skills. resources and skills. Explore and engage in music making and and skills. and skills collaboratively, sharing ideas, Draws people with increasing detail Use glue sticks and glue spatulas to dance, performing solo or in groups Create patterns or meaningful pictures Manipulates clay (rolls, cuts, squashes, resources and skills. (bodies with limbs and additional join independently sing the pitch of a tone sung by when printing pinches, twist etc.) Makes a model using Build models which replicate those features) Join items with masking tape with another person ('pitch match') Sing clay in real life using a variety of children begin to draw self-portraits, support in a group or on their own. resources landscapes and buildings/cityscapes increasingly matching the pitch and following the melody Sing a range

What makes me Special

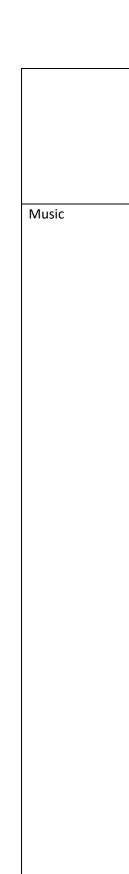
Who is Special to me

Where is Special to you and

Explore why a Church is

Harvest Assembly

Harvest Assembly













Develop their own ideas and then decide which materials to use to express them

















of well-known nursery rhymes and

poems and stories with others, and (when appropriate) try to move in

songs. Perform songs. rhymes.

Listen and Respond: Celebration- Kool and the Gang

Explore and Create: Using the Pat-A-Cake games track, and the pulse in different ways

Share and Perform: Share and perhaps perform what has taken place in today's lesson

Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the

• Explore and engage in music making and dance, performing solo or in aroups.

sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody 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

Talk about how music makes them fee Listen attentively, move to and talk about music, expressing their feelings

lay instruments with increasing contro to express their feelings and ideas Plays instruments in time to music Learns short routines, beginning to match pace Learn longer routines, beginning to match pace Shares likes and dislikes about dances/performances

Listen and Respond - Happy by Pharrell Williams: Play the song. Have fun finding the pulse together. **Explore and Create Using** 

Voices: Copycat rhythm games

Sing: Listen to, then learn to

sing 1,2,3,4,5 Share and Perform: What has been learnt in the lesson

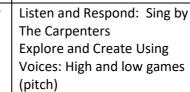
Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody

· Explore and engage in music making and dance, performing solo or in groups.

sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody 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

Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses

lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music Learns short routines, beginning to match pace Learn longer routines, beginning to match pace Shares likes and dislikes about dances/performances



Sing: Listen to or sing along with the action song Name Song

Share and Perform; Share and perhaps perform what has taken place in today's lesson

Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody

• Explore and engage in music making and dance, performing solo or in groups. sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody 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

Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and

lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music Learns short routines, beginning to match pace Learn longer routines, beginning to match pace

Shares likes and dislikes about dances/performances

Listen and Respond - Sing A Rainbow by Peggy Lee: Play the song. Have fun finding the pulse together

Explore and Create Using Voices:

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 Sing: Listen to or sing along

with the action song Name

Share and Perform; Share and perhaps perform what has taken place in today's lesson

Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody

 Explore and engage in music making and dance, performing solo or in groups. sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody 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

Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses

lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music Learns short routines, beginning to match pace Learn longer routines, beginning to match pace Shares likes and dislikes about

Listen and Respond -Happy Birthday by Stevie

Wonder: Play the song. Have fun finding the pulse together. . Explore and Create Using Voices: Copycat

rhythm games Sing: Listen to then learn to sing a nursery rhyme. s Options: Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man, Five Little Ducks Share and Perform; Share and perhaps perform what has taken place in today's lesson

Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody

• Explore and engage in music making and dance, performing solo or in groups.

sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody 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

Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses

lay instruments with increasing control to express their feelings and ideas Plays instruments in time to

Learns short routines, beginning to match pace Learn longer routines, beginning to match pace Shares likes and dislikes about dances/performances

Listen and Respond - Our House by Madness: Play the song. Have fun finding the pulse together.

time with music

Explore and Create Using Voices Listen to or sing along with the action song Things or fingers Share and Perform; Share and perhaps perform what has taken place in

Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody

today's lesson

• Explore and engage in music making and dance, performing solo or in groups.

sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody 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

Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses

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dances/performances

















## PE Movement, Space, Movement, Space, Movement, Space, Movement, Space, Movement, Space, Movement, Space, Turning, Balance, Turning, Balance, Turning, Balance, Turning, Balance, Turning, Balance, Turning, Balance, Jumping, Throwing, Jumping, Throwing, Jumping, Throwing, Jumping, Throwing, Jumping, Throwing, Jumping, Throwing, Catching, Skipping, Catching, Skipping, Catching, Skipping, Catching, Skipping, Catching, Skipping, Catching, Skipping, Hopping Hopping Hopping Hopping Hopping Hopping Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking acquired: - rolling - crawling acquired: - rolling - crawling jumping - running - hopping - skipping walking - jumping - running walking - jumping - running - climbing • Progress towards a more climbing • Progress towards a more climbing • Progress towards a more fluent climbing • Progress towards a more fluent hopping - skipping - climbing • hopping - skipping - climbing • fluent style of moving, with developing fluent style of moving, with developing style of moving, with developing control style of moving, with developing control Progress towards a more fluent Progress towards a more fluent control and arace control and grace and arace and arace style of moving, with developing style of moving, with developing Further develop and refine a range of Further develop and refine a range of Further develop and refine a range of ball Further develop and refine a range of ball control and grace control and grace Further develop and refine a range ball skills including: throwing, catching Further develop and refine a range ball skills including: throwing, catching skills including: throwing, catching, skills including: throwing, catching, of ball skills including: throwing, of ball skills including: throwing, kicking, passing, batting, and aiming. kicking, passing, batting, and aiming. kicking, passing, batting, and aiming. • kicking, passing, batting, and aiming. • catching, kicking, passing, batting, catching, kicking, passing, batting, • Develop confidence, competence, • Develop confidence, competence, Develop confidence, competence, Develop confidence, competence, precision and accuracy when engaging precision and accuracy when engaging in and aiming. • Develop confidence, and aiming. • Develop confidence, precision and accuracy when engaging precision and accuracy when engaging in in activities that involve a ball. in activities that involve a ball. activities that involve a ball. activities that involve a ball. competence, precision and accuracy competence, precision and accuracy Hop forwards over a line with Hop forwards over a line with Hop forwards over a line with preferred Hop forwards over a line with preferred when engaging in activities that when engaging in activities that preferred leg and land safely Once preferred leg and land safely Once leg and land safely Once established on leg and land safely Once established on involve a ball. involve a ball. established on dominant leg practise established on dominant leg practise dominant leg practise on nondominant leg dominant leg practise on nondominant leg Hop forwards over a line with Hop forwards over a line with preferred leg and land safely Once on nondominant leg Alternate legs on nondominant lea Alternate leas Alternate legs when hopping on the spot Alternate legs when hopping on the spot preferred leg and land safely Once when hopping on the spot and land when hopping on the spot and land and land safely and land safely established on dominant leg established on dominant leg practise on nondominant leg safely Jump backwards and sideways with feet lump backwards and sideways with feet practise on nondominant leg Jump backwards and sideways with Jump backwards and sideways with together landing safely Begin to perform Alternate legs when hopping on the Alternate legs when hopping on the together landing safely Begin to perform feet together landing safely Begin to feet together landing safely Begin to different types of jumps landing safely. different types of jumps landing safely. spot and land safely spot and land safely perform different types of jumps perform different types of jumps Jump on the spot moving from feet Jump on the spot moving from feet Jump backwards and sideways with Jump backwards and sideways with landing safely. Jump on the spot feet together landing safely Begin feet together landing safely Begin landing safely. Jump on the spot together to feet apart together to feet apart moving from feet together to feet moving from feet together to feet Throwing ball underarm while stepping Throwing ball undergrm while stepping to perform different types of jumps to perform different types of jumps forward on the same side. Swings forward on the same side. Swings anart landing safely. Jump on the spot landing safely. Jump on the spot Throwing ball undergrm while steppin Throwing ball undergrm while stepping throwing arm down and forward on the throwing arm down and forward on the moving from feet together to feet moving from feet together to feet forward on the same side. Swings forward on the same side. Swinas same side. Releases hall and follows same side. Releases hall and follows anart throwing arm down and forward on throwing arm down and forward on through with throwing arm through with throwing arm Throwing ball underarm while Throwing ball underarm while stepping forward on the same side. the same side. Releases ball and the same side. Releases ball and stepping forward on the same side. follows through with throwing arm follows through with throwing arm Swings throwing arm down and Swings throwing arm down and forward on the same side. Releases forward on the same side. Releases ball and follows through with ball and follows through with throwing arm throwina arm Characteristics of 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 **Effective Learning** 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.