



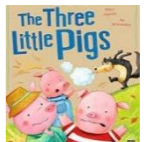



















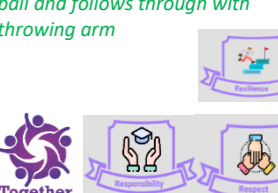
	1-2 nd September	5-9 th September	12 th -16 th September	19 th -23 rd September	26 th –30 th September	3 rd -7 th October	10 th -14 th October
Book Focus		This is me and my Family 	Likes and Dislikes 	My House 	A place called Home 	The Three Little Pigs 	Harvest Festival 
Key vocabulary		Me, myself, 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-detached, 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	<p>Talk about who is in your Family. Draw and Label using initial sounds</p> <p>Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>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.</p> <p>• Talk about members of their immediate family and community. • Name and describe people who are familiar to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Invented spelling – write the first and last letter/ sound which signifies the whole word</p> <p>Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d</p> <p>Articulate ideas and thoughts in well formed sentences</p> <p>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</p> 	<p>List writing- Likes and dislikes</p> <p>See themselves as a valuable individual</p> <p>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.</p> <p>Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Invented spelling – write the first and last letter/ sound which signifies the whole word</p> <p>Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d</p> <p>Articulate ideas and thoughts in well formed sentences</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'c' for W carrot</p> <p>invented spelling – write the first and last letter/ sound which signifies the whole word Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters</p> 	<p>Draw and label your Home. Can you talk about key features of your House.</p> <p>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.</p> <p>Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Talk about members of their immediate family and community. • Name and describe people who are familiar to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Invented spelling – write the first and last letter/ sound which signifies the whole word</p> <p>Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d</p> <p>Articulate ideas and thoughts in well formed sentences</p> <p>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</p> <p>Articulate ideas and thoughts in well formed sentences</p> 	<p>Describe and label their Clay model Home.</p> <p>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.</p> <p>Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Talk about members of their immediate family and community. • Name and describe people who are familiar to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Invented spelling – write the first and last letter/ sound which signifies the whole word</p> <p>Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d</p> <p>Articulate ideas and thoughts in well formed sentences</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'c' for W carrot</p> <p>invented spelling – write the first and last letter/ sound which signifies the whole word Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Articulate ideas and thoughts in well formed sentences</p> 	<p>Story map of the Three Little Pigs</p> <p>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.</p> <p>Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Invented spelling – write the first and last letter/ sound which signifies the whole word</p> <p>Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d</p> <p>Articulate ideas and thoughts in well formed sentences</p> <p>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</p> <p>Articulate ideas and thoughts in well formed sentences</p> 	<p>Instructions for growing our own vegetables</p> <p>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.</p> <p>Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Invented spelling – write the first and last letter/ sound which signifies the whole word</p> <p>Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d</p> <p>Articulate ideas and thoughts in well formed sentences</p> <p>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</p> <p>Articulate ideas and thoughts in well formed sentences</p> 

<p>Phonics</p>		<p>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.</p> <p><i>Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • 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</i></p> <p><i>Develop the foundations of a handwriting style which is fast, accurate and efficient</i></p> <p><i>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</i></p> 	<p>Teach: I, n, m, d. Blend: sat, sit, tap, pan, nap, sip, man, map, mat, dip, dad, sad, pat.</p> <p><i>Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • 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</i></p> <p><i>Develop the foundations of a handwriting style which is fast, accurate and efficient</i></p> <p><i>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</i></p> 	<p>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</p> <p><i>Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • 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</i></p> <p><i>Develop the foundations of a handwriting style which is fast, accurate and efficient</i></p> <p><i>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</i></p> 	<p>Teach: ck, e, u, r Independent blend: dig, pat, dad, man, cat, sip, cap, tap, top, sad Tricky word: I, is</p> <p><i>Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • 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</i></p> <p><i>Develop the foundations of a handwriting style which is fast, accurate and efficient</i></p> <p><i>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</i></p> 	<p>Teach: h, b, f, l Independent blend: dog, cup, ten, pet, red, get, mum, nod, duck, kid Tricky word: the, is, I</p> <p><i>Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • 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</i></p> <p><i>Develop the foundations of a handwriting style which is fast, accurate and efficient</i></p> <p><i>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</i></p> 	<p>Assessment week</p> <p><i>Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • 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</i></p> <p><i>Develop the foundations of a handwriting style which is fast, accurate and efficient</i></p> <p><i>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</i></p> 
<p>Kinetic Letters</p>		<p>Building Strength: Animal Positions & Finger Rhymes Letter Moves: 6 Moves identify and label. Begin Foundations: 3 Friends-naming fingers.</p> <p><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></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; - Begin to show accuracy and care when drawing.</i></p>	<p>Building Strength: Floor Push ups & Monkey Bars Letter Moves: 6 Moves-monkeys/tree Begin Foundations: Holding fingers bead pick up.</p> <p><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></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; - Begin to show accuracy and care when drawing.</i></p>	<p>Building Strength: Echo Clapping & crawling Letter Moves: 6 Moves- Move it, Say it, Write it Begin Foundations: 3 friends finger workout</p> <p><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></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; - Begin to show accuracy and care when drawing.</i></p> <p><i>Write recognisable letters, most of which are correctly formed;</i></p>	<p>Building strength: Hand strength/Dexterity targets Letter Moves: 6 Moves-magician and Trails Begin Foundations: peg pick up/pencil pick up Flow Movement: Flow-feeling/language</p> <p><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></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</i></p>	<p>Building Strength: 3 friends finger rhymes Letter Moves & single letters: Jumper family-h n Begin Foundations: Peg pick up/Pencil pick up</p> <p><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></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</i></p>	<p>Building Strength: use of writing/Helping Hand Letter Moves & Single Letters: jumper family m r Begin Foundations: Peg Pick up/Pencil Pick up</p> <p><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></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</i></p>

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

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

		 <p>Enquire</p>  <p>Generate Together</p>	<p><i>Develop their own ideas and then decide which materials to use to express them</i></p>   <p>Generate Enquire Liberty</p>	 <p>Generate</p>  <p>Resilience Liberty</p>	 <p>Generate</p>  <p>Resilience Liberty Respect Tolerance</p>	 <p>Generate</p>  <p>Resilience</p>	 <p>Generate</p>  <p>Resilience</p> <p>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</p>
<p>Music</p>		<p>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</p> <p><i>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</i></p> <ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups. <p>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</p> <p><i>Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses</i></p> <p>lay instruments with increasing control to express their feelings and ideas</p> <p>Plays instruments in time to music</p> <p>Learns short routines, beginning to match pace</p> <p>Learn longer routines, beginning to match pace</p> <p>Shares likes and dislikes about dances/performances</p>  <p>Generate Together Resilience</p>	<p>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</p> <p><i>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</i></p> <ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups. <p>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. 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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 Song Share and Perform; Share and perhaps perform what has taken place in today's lesson</p> <p><i>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</i></p> <ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups. <p>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. 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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</p> <p><i>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</i></p> <ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups. <p>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. 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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 today's lesson</p> <p><i>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</i></p> <ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups. <p>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. 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<p>PE</p>		<p>Movement, Space, Turning, Balance, Jumping, Throwing, Catching, Skipping, Hopping</p> <p><i>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace</i></p> <p><i>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</i></p> <ul style="list-style-type: none"> • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p><i>Hop forwards over a line with preferred leg and land safely Once established on dominant leg practise on nondominant leg Alternate legs when hopping on the spot and land safely</i></p> <p><i>Jump backwards and sideways with feet together landing safely Begin to perform different types of jumps landing safely. Jump on the spot moving from feet together to feet apart</i></p> <p><i>Throwing ball underarm while stepping forward on the same side. Swings throwing arm down and forward on the same side. Releases ball and follows through with throwing arm</i></p>  <p>Together</p>	<p>Movement, Space, Turning, Balance, Jumping, Throwing, Catching, Skipping, Hopping</p> <p><i>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace</i></p> <p><i>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</i></p> <ul style="list-style-type: none"> • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p><i>Hop forwards over a line with preferred leg and land safely Once established on dominant leg practise on nondominant leg Alternate legs when hopping on the spot and land safely</i></p> <p><i>Jump backwards and sideways with feet together landing safely Begin to perform different types of jumps landing safely. 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Releases ball and follows through with throwing arm</i></p>  <p>Together</p>	<p>Movement, Space, Turning, Balance, Jumping, Throwing, Catching, Skipping, Hopping</p> <p><i>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace</i></p> <p><i>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</i></p> <ul style="list-style-type: none"> • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p><i>Hop forwards over a line with preferred leg and land safely Once established on dominant leg practise on nondominant leg Alternate legs when hopping on the spot and land safely</i></p> <p><i>Jump backwards and sideways with feet together landing safely Begin to perform different types of jumps landing safely. 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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"> • Playing and Exploring: Finding out and exploring; Using what they know in their play; Being willing to have a go • Active Learning: Being involved and concentrating; Keeping on trying; Enjoying achieving what they set out to do • Creating and Thinking Critically: Having their own idea; Using what they already know to learn new things; Choosing ways to do things and finding new ways. <p>The characteristics of Effective Learning focus on the process rather than the outcome. They enable children to approach opportunities with curiosity, energy and enthusiasm. Effective learning must be purposeful to a child, allowing them to practice and apply newly learnt skills in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p>						