









Spring term planning































Adventures above and under the clouds	5 th -6 th Jan	9-13 th Jan	16 th - 20 th Jan	23 rd -27 th Jan	30 th Jan- 3 rd Feb	6 th Feb-10 th Feb
Book Focus						
Key vocabulary	Penguin, Egg, Antartica, Snow, cold, freezing, Life-Cycle, Fledge, hatch, Emperor Penguin, winter, climate, temperature, environment, animal, baby, Swimming,	Penguin, Egg, Antartica, Snow, cold, freezing, Life-Cycle, Fledge, hatch, Emperor Penguin, winter, climate, temperature, environment, animal, baby, Swimming, Melting, solid, liquid,	Planet, environment, save, plastic, world, recycle, Pollution, rubbish, earth, plastic ,re-use, biodegradable	Under the sea, Pollution, Ocean, Environment, recycle, Plastic, harmful,	Space, stars, moons, plants, atmosphere, environment, dark, rocket, astronaut, explore,	pace, stars, moons, plants, atmosphere, environment, dark, rocket, astronaut, explore,
Literacy/ CL	<p>Penguin Facts <i>Engage in extended conversations about stories, learning new vocabulary</i> <i>Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary</i> <i>Use longer sentences of four to six words.</i> <i>Add some marks to their drawings, which they give meaning to. For example: "That says mummy" Make marks on their picture to stand for their name Mock handwriting and mock letters Write letter strings</i> <i>Repeat words and phrases from familiar stories</i> <i>Begin to take part in whole class retelling of text map Begin to understand beginning, middle and end</i> <i>Use a wide range of vocabulary</i></p> 	<p>Penguin Lifecycle <i>Engage in extended conversations about stories, learning new vocabulary</i> <i>Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary</i> <i>Use longer sentences of four to six words.</i> <i>Add some marks to their drawings, which they give meaning to. For example: "That says mummy" Make marks on their picture to stand for their name Mock handwriting and mock letters Write letter strings</i> <i>Repeat words and phrases from familiar stories</i> <i>Begin to take part in whole class retelling of text map Begin to understand beginning, middle and end</i> <i>Use a wide range of vocabulary</i></p> 	<p>Draw pictures of what materials can be recycled <i>Engage in extended conversations about stories, learning new vocabulary</i> <i>Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary</i> <i>Use longer sentences of four to six words.</i> <i>• Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.</i> <i>Add some marks to their drawings, which they give meaning to. For example: "That says mummy" Make marks on their picture to stand for their name Mock handwriting and mock letters Write letter strings</i> <i>Repeat words and phrases from familiar stories</i> <i>Begin to take part in whole class retelling of text map Begin to understand beginning, middle and end</i> <i>Scissor Grasp Inferior Pincer Grasp Pincer Grasp Fine Pincer Grasp Palmer Grasp</i> <i>Use a wide range of vocabulary</i></p> 	<p>Draw a picture of the beach and talk about how we look after it. <i>Engage in extended conversations about stories, learning new vocabulary</i> <i>Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary</i> <i>Use longer sentences of four to six words.</i> <i>• Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.</i> <i>Add some marks to their drawings, which they give meaning to. 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Phonics	<p>To develop awareness of sounds and rhythms. • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother</p>	<p>To distinguish between sounds and to remember patterns of sound and to distinguish musical instruments from voice sounds. • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot</p>	<p>To understand speech sounds as distinct from other environmental sounds and to recognise that sentences are made up of individual words. • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories</p>	<p>To develop awareness of the syllable structure of words. • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear)</p>	<p>To identify a target onset when provided orally by the adult. • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother</p>	<p>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories.</p>

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	<p><i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i> <i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independe ntly, for example, singing whilst playing</i></p> 	<p><i>rhymes in stories Recognise words with the same initial sound, such as money and mother</i> <i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i> <i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independe ntly, for example, singing whilst playing</i></p> 	<p><i>Recognise words with the same initial sound, such as money and mother</i> <i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i> <i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independe ntly, for example, singing whilst playing</i></p> 	<p><i>for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i> <i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independe ntly, for example, singing whilst playing</i></p> 	<p><i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i> <i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independe ntly, for example, singing whilst playing</i></p> 	<p><i>Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother</i> <i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i> <i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independe ntly, for example, singing whilst playing</i></p> 
<p>Kinetic Letters</p>	<p>Animal positions <i>Use large-muscle movements to wave flags and streamers, paint and make marks.</i> <i>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</i> <i>Show a preference for a dominant hand</i> <i>Collaborate with others to manage large items, such as moving a long plank safely or carrying large hollow blocks. Encourage children to carry items safely (bend your hips and knees to squat down to your load, keep it close to your body, and straighten your legs to lift)</i></p> 	<p>Animal positions <i>Use large-muscle movements to wave flags and streamers, paint and make marks.</i> <i>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</i> <i>Show a preference for a dominant hand</i> <i>Collaborate with others to manage large items, such as moving a long plank safely or carrying large hollow blocks. Encourage children to carry items safely (bend your hips and knees to squat down to your load, keep it close to your body, and straighten your legs to lift)</i></p> 	<p>Animal positions <i>Use large-muscle movements to wave flags and streamers, paint and make marks.</i> <i>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</i> <i>Show a preference for a dominant hand</i> <i>Collaborate with others to manage large items, such as moving a long plank safely or carrying large hollow blocks. Encourage children to carry items safely (bend your hips and knees to squat down to your load, keep it close to your body, and straighten your legs to lift)</i></p> 	<p>Animal positions <i>Use large-muscle movements to wave flags and streamers, paint and make marks.</i> <i>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</i> <i>Show a preference for a dominant hand</i> <i>Collaborate with others to manage large items, such as moving a long plank safely or carrying large hollow blocks. Encourage children to carry items safely (bend your hips and knees to squat down to your load, keep it close to your body, and straighten your legs to lift)</i></p> 	<p>3 friend hold <i>Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.</i> <i>Scissor Grasp Inferior Pincer Grasp Pincer Grasp Modified Tripod Grasp Dynamic Tripod Grasp Digital Grasp Palmer Grasp Fine Pincer Grasp</i></p> 	<p>3 friend hold <i>Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.</i> <i>Scissor Grasp Inferior Pincer Grasp Pincer Grasp Modified Tripod Grasp Dynamic Tripod Grasp Digital Grasp Palmer Grasp Fine Pincer Grasp</i></p> 
<p>Maths</p>		<p>To compare capacity. <i>Make comparisons between objects relating to size, length, weight and capacity.</i> <i>Show an awareness of comparison in estimating and predicting Compare some types of measures</i></p> 	<p>To explore patterns. <i>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern</i> <i>Talk about and identify the patterns around them</i> <i>Copy and continue an ABAB pattern Create own ABAB patterns Notice and correct an error in an ABAB pattern</i></p> 	<p>To copy an AB pattern. <i>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern</i> <i>Talk about and identify the patterns around them</i> <i>Copy and continue an ABAB pattern Create own ABAB patterns Notice and correct an error in an ABAB pattern</i></p> 	<p>Number blocks episode 1 Counting to 1 Finding 1 object Representing 1 on a 5 frame A circle – 1 side <i>Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</i> <i>Explore numbers with concrete objects - grouping and sharing Understand fair and unfair when objects are shared between them Understand equal parts and whole of shapes</i></p> 	<p>Number blocks episode 2 Counting to 2 Finding 2 objects Representing 2 on a 5 frame A semi-circle – 2 sides shape <i>Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</i> <i>Explore numbers with concrete objects - grouping and sharing Understand fair and unfair when objects are shared between them Understand equal parts and whole of shapes</i></p> 

<p>PSED</p>	<p>I understand what a challenge means. <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Use an adult to support conflict and to find a mutual resolution Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution    </p>	<p>I can keep trying until I can do something. <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Shows an awareness of how to complete tasks Rejects help which can lead to tantrums, refusals and frustration Will select and use activities and resources and accepts or asks for help if needed. Find ways to calm themselves, through being calmed and comforted by their key person Begin to selfsoothe without the need of a key worker e.g. soft toy, special place, playing Begin to show effortful control for a short period of time. e.g. waiting for a turn, resisting impulse to snatch    </p>	<p>I can set a goal and work towards it. <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them Will show a desire to do things themselves i.e. put on a coat, wash hands, get a resource Will accept help but only for the part they cannot do themselves for e.g. reach something, fastenings Completes most self-care tasks with minimal adult support.    </p>	<p>I know some kind words to encourage people with. <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. Shows an interest in other children and/or their play Engages with others through gestures, gaze and talk Plays alongside other children Feel safe to express a range of emotions Begin to link emotions with pictures/ emojis by looking at key features for e.g. smile, tears Begin to use limited emotional language about themselves e.g. I'm sad/ happy/angry    </p>	<p>I can start to think about the jobs I might do when I am older. <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. Show likes and preferences Able to choose what they prefer from a range of activities or resources Begin to understand that their choices can be different or the same as their peers willing to try new things Shows more confidence in new social situations for e.g. exploring local neighbourhood & visitors Build and develop their own ideas, testing and considering other possibilities     </p>	<p>I can feel proud when I achieve a goal. <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Find ways to calm themselves, through being calmed and comforted by their key person Begin to selfsoothe without the need of a key worker e.g. soft toy, special place, playing Begin to show effortful control for a short period of time. e.g. waiting for a turn, resisting impulse to snatch Feel safe to express a range of emotions Begin to link emotions with pictures/ emojis by looking at key features for e.g. smile, tears Begin to use limited emotional language about themselves e.g. I'm sad/ happy/angry    </p>
<p>RE</p>		<p>Epiphany <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali" Begin to know that there are differences between what people believe Develop positive attitudes about differences between people    </p>	<p>Epiphany <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali" Begin to know that there are differences between what people believe Develop positive attitudes about differences between people    </p>	<p>Buddhism <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali" Begin to know that there are differences between what people believe Develop positive attitudes about differences between people   </p>	<p>Chinese New Year <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali" Begin to know that there are differences between what people believe Develop positive attitudes about differences between people   </p>	<p>Chinese New Year <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali" Begin to know that there are differences between what people believe Develop positive attitudes about differences between people   </p>
<p>UW</p>	<p>Explore a range of jungle animals. Learn their names and label <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see in their environment (school/home) Talk about local environments Recognise some environments that are different to the one in which they live   </p>	<p>What can we do to take care of animals in the jungle <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see in their environment (school/home) Talk about local environments Recognise some environments that are different to the one in which they live   </p>	<p>Focus on sea animals- What are the difference and similarites to jungle animals? <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see in their environment (school/home) Talk about local environments Recognise some environments that are different to the one in which they live Talk about local environments   </p>	<p>Captivating Creatures experience <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see in their environment (school/home) Talk about local environments Recognise some environments that are different to the one in which they live Talk about local environments    </p>	<p>Animal observation drawing <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Begin to understand the need to respect and care for the natural environment and all living things. Understand the difference between plants and animals Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary   </p>	<p>Class fact file for floor book to explain our learning. <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see in their environment (school/home) Talk about local environments Recognise some environments that are different to the one in which they live    </p>

Spring term planning

<p>EAD</p>	<p>Habitat making - junk modelling <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;</i> <i>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</i> <i>Use glue sticks to join items with support Use glue sticks and glue spatulas to join independently Use glue spatulas to join items with support</i> <i>Explore different materials freely, in order to develop their ideas about how to use them and what to make</i> <i>Develop their own ideas and then decide which materials to use to express them</i></p> <p> </p>	<p>Animal face paper plates <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;</i> <i>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</i> <i>Use glue sticks to join items with support Use glue sticks and glue spatulas to join independently Use glue spatulas to join items with support</i> <i>Explore different materials freely, in order to develop their ideas about how to use them and what to make</i> <i>Develop their own ideas and then decide which materials to use to express them</i></p> <p> </p>	<p>Paintings of the different places the snail and the whale travel to <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;</i> <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</i> <i>Use pre-made paints Able to mix primary colours to make secondary colours Can name primary colours. Mix primary colours to appropriate consistency Use pre-made paints Can hold a paintbrush in the palm of their hand to create marks</i> <i>Beginning to use thin brushes to add detail to paintings</i></p> <p> </p>	<p>Clay making of favourite creature from the captivating creatures experience <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;</i> <i>explores clay using fingers. Makes marks in clay Manipulates clay (rolls, cuts, squashes, pinches, twist etc.) Makes a model using clay</i></p> <p> </p>	<p>Animal observation drawing <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;</i> <i>Explore the natural world around them, making observations and drawing pictures of animals and plants;</i> <i>Begin to show accuracy and care when drawing.</i> <i>Children can draw things that they observe</i> <i>Children can draw simple things from memory</i></p> <p> </p>	<p>Igloo making <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i> <i>Use glue sticks to join items with support Use glue sticks and glue spatulas to join independently Use glue spatulas to join items with support</i> <i>Explore different materials freely, in order to develop their ideas about how to use them and what to make</i> <i>Develop their own ideas and then decide which materials to use to express them</i></p> <p> </p>
<p>Music</p>	<p>Listen and Respond: We are Family. Explore: Finding the Pulse Sing: Wind the bobbin up. Perform- What you have learnt in the lesson. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <i>Explore a range of sound-makers and instruments and play them in different ways</i> <i>Moves to music Copies basic actions</i> <i>Beginning to watch dance and art performances</i> <i>Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know</i></p> <p>  </p>	<p>Listen and Respond: Thula Baba-South African Lullaby. Explore & Create:Create your own sounds (improvisation and composition with voices and/or instruments) Sing & Play Learn to sing and play the nursery rhyme Rock-A-Bye Baby. Perform- What you have learnt in the lesson. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <i>Explore a range of sound-makers and instruments and play them in different ways</i> <i>Moves to music Copies basic actions</i> <i>Beginning to watch dance and art performances</i> <i>Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know</i></p> <p>  </p>	<p>Listen & Respond: ABC Jackson 5. Explore & Create: Rhythm games (copycat). Sing and Play: .Listen to sing along with and play with the action song If You’re Happy And You Know It. Perform- What you have learnt in the lesson Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <i>Explore a range of sound-makers and instruments and play them in different ways</i> <i>Moves to music Copies basic actions</i> <i>Beginning to watch dance and art performances</i> <i>Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know</i></p> <p>  </p>	<p>Listen & respond: My Mum is Amazing by Zain Bhikha. Explore & create: Using a games track, find the pulse in different ways. Sing & Play: Listen to sing along with and play with the action songs: Options: If you’re happy and you know it/Head, Shoulders, Knees and Toes. Perform- What you have learnt in the lesson Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <i>Explore a range of sound-makers and instruments and play them in different ways</i> <i>Moves to music Copies basic actions</i> <i>Beginning to watch dance and art performances</i> <i>Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know</i></p> <p>  </p>	<p>Listen & respond: Conga b Miami Sound Machine. Explore & create: Rhthym games (copy cat). Learn to sing and play nursery rhyme/s Five Little Monkeys. Perform: What have you learnt in the lesson Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <i>Explore a range of sound-makers and instruments and play them in different ways</i> <i>Moves to music Copies basic actions</i> <i>Beginning to watch dance and art performances</i> <i>Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know</i></p> <p>  </p>	<p>Listen & respond: Mozart’s Horn Concerto no 4 - Rondo. Explore & create: Create your own sounds (improvisation and composition with voices and/or instruments). Sing and Play: a. Learn to sing and play nursery rhyme/s Options: Wind The Bobbin Up, Rock-A-Bye Baby, Five Little Monkeys, Twinkle, Twinkle, Little Star Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <i>Explore a range of sound-makers and instruments and play them in different ways</i> <i>Moves to music Copies basic actions</i> <i>Beginning to watch dance and art performances</i> <i>Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know</i></p> <p>  </p>

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<p>PE</p>	<p>Dance - Movement to music, space and emotions. <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Explore, discover and create own movements. Movements might include: wriggling, rolling, balancing, jumping, skipping, twirling, turning, spinning, hopping, swaying, stamping, rocking, clapping, bouncing, kicking, twisting, sliding, starting, stopping and falling Increasingly able to copy sequences and patterns of taught movements which are related to music and rhythm</i></p> 	<p>Dance - Movement to music, space and emotions. <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Explore, discover and create own movements. Movements might include: wriggling, rolling, balancing, jumping, skipping, twirling, turning, spinning, hopping, swaying, stamping, rocking, clapping, bouncing, kicking, twisting, sliding, starting, stopping and falling Increasingly able to copy sequences and patterns of taught movements which are related to music and rhythm</i></p> 	<p>Dance - Movement to music, space and emotions. <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Explore, discover and create own movements. Movements might include: wriggling, rolling, balancing, jumping, skipping, twirling, turning, spinning, hopping, swaying, stamping, rocking, clapping, bouncing, kicking, twisting, sliding, starting, stopping and falling Increasingly able to copy sequences and patterns of taught movements which are related to music and rhythm</i></p> 	<p>Multiskills- running, jumping, throwing, chasing, tagging, and racing <i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through</i> <i>Swing up, swing down. Child stands with knees slightly apart and bent knees. Arms are positioned behind. He/she is then instructed to raise his/her arms forwards and upwards and stand on his/her toes. Repeat until fluent, "Swing up, swing down" Jump off a step. Using skills from 'Swing up, swing down' but jump off small step e.g. twothree gym mats (may need to hold hands initially) Stand and jump forward landing safely</i></p> 	<p>Multiskills- running, jumping, throwing, chasing, tagging, and racing <i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through</i> <i>Swing up, swing down. Child stands with knees slightly apart and bent knees. Arms are positioned behind. He/she is then instructed to raise his/her arms forwards and upwards and stand on his/her toes. Repeat until fluent, "Swing up, swing down" Jump off a step. Using skills from 'Swing up, swing down' but jump off small step e.g. twothree gym mats (may need to hold hands initially) Stand and jump forward landing safely</i></p> 	<p>Multiskills- running, jumping, throwing, chasing, tagging, and racing <i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through</i> <i>Swing up, swing down. Child stands with knees slightly apart and bent knees. Arms are positioned behind. He/she is then instructed to raise his/her arms forwards and upwards and stand on his/her toes. Repeat until fluent, "Swing up, swing down" Jump off a step. Using skills from 'Swing up, swing down' but jump off small step e.g. twothree gym mats (may need to hold hands initially) Stand and jump forward landing safely</i></p> 
<p>Characteristics of Effective Learning</p>	<p>The Foundation Stage the curriculum is delivered to develop the behaviours outlined in the Characteristics of Effective Learning. The behaviours in the characteristics of Effective Learning are grouped into three strands. The strands of the characteristics of effective learning are related to key themes in early childhood development they are • Playing and Exploring: Finding out and exploring; Using what they know in their play; Being willing to have a go • Active Learning: Being involved and concentrating; Keeping on trying; Enjoying achieving what they set out to do • Creating and Thinking Critically: Having their own idea; Using what they already know to learn new things; Choosing ways to do things and finding new ways. The characteristics of Effective Learning focus on the process rather than the outcome. They enable children to approach opportunities with curiosity, energy and enthusiasm. Effective learning must be purposeful to a child, allowing them to practice and apply newly learnt skills in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p>					