













## Spring term planning

nmAdventures above and under the clouds	5 <sup>th</sup> -6 <sup>th</sup> Jan	9-13 <sup>th</sup> Jan	16 <sup>th</sup> - 20 <sup>th</sup> Jan	23 <sup>rd</sup> -27 <sup>th</sup> Jan	30 <sup>th</sup> Jan- 3 <sup>rd</sup> Feb	6 <sup>th</sup> Feb-10 <sup>th</sup> 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><b>Animals that live in the different environments</b></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</i></p> <p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</i></p> <p><i>Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</i></p> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p> <p><i>Write recognisable letters, most of which are correctly formed</i></p> <p><i>introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to 'Every-day Toolkit'.</i></p> <p><i>Factual writing –Learn and retell simple information texts Children to learn that information texts include: -A title -Subheadings -Simple factual sentences based around a theme -Complete sentences with the correct punctuation and simple conjunctions</i></p> <div data-bbox="409 1749 670 1848">   <p>Enquire</p> </div>	<p><b>Changes in state- water freezing and melting Winter weather</b></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</i></p> <p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</i></p> <p><i>Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</i></p> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p> <p><i>Write recognisable letters, most of which are correctly formed</i></p> <p><i>introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. 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<p><b>Phonics</b></p>	<p><b>Teach: ff, ll, ss, j - Tricky words: put, pull, full, is, as</b>  <i>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i>  <i>Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</i>  <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i>  <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</i>  <i>Write recognisable letters, most of which are correctly formed;</i>  <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 correspondences 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</i>  <i>Read words consistent with phonic knowledge by sound blending</i></p> 	<p><b>Teach: v, w, x,y Tricky words: and, has, his, her</b>  <i>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i>  <i>Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</i>  <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i>  <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</i>  <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 correspondences 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</i>  <i>Read words consistent with phonic knowledge by sound blending</i></p> 	<p><b>Teach: zz ,qu, ch.Words ending in s (plurals and verbs) Tricky words: go, no, to, into</b>  <i>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i>  <i>Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</i>  <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i>  <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</i>  <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 correspondences 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</i>  <i>Read words consistent with phonic knowledge by sound blending</i></p> 	<p><b>Teach sh, th, ng, nk Tricky words: she, push,, he, of</b>  <i>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i>  <i>Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</i>  <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i>  <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</i>  <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 correspondences 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</i>  <i>Read words consistent with phonic knowledge by sound blending</i></p> 	<p><b>Teach: plurals and verbs. Review blending. Tricky words: we, me, be</b>  <i>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i>  <i>Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</i>  <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i>  <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</i>  <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 correspondences 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</i>  <i>Read words consistent with phonic knowledge by sound blending</i></p> 	<p><b>Assessment week</b>  <i>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i>  <i>Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</i>  <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i>  <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</i>  <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 correspondences 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</i>  <i>Read words consistent with phonic knowledge by sound blending</i></p> 
<p><b>Kinetic Letters</b></p>	<p><b>Focus: Strength &amp; Dexterity</b>  <b>Focus: Single Letters</b>  <b>Focus: Pencil Pick- Up routine</b>  <b>Focus: Flow</b>  <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</i>  <i>Write recognisable letters, most of which are correctly formed;</i>  <i>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</i></p> 	<p><b>Focus: Strength &amp; Dexterity</b>  <b>Focus: Single Letters</b>  <b>Focus: Pencil Pick- Up</b>  <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</i>  <i>Write recognisable letters, most of which are correctly formed;</i>  <i>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</i></p> 	<p><b>Focus: Strength &amp; Dexterity</b>  <b>Focus: Single Letters</b>  <b>Focus: Pencil Pick- Up routine</b>  <b>Focus: Flow</b>  <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</i>  <i>Write recognisable letters, most of which are correctly formed;</i>  <i>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</i></p> 	<p><b>Focus: Strength &amp; Dexterity</b>  <b>Focus: Single Letters</b>  <b>Focus: Pencil Pick- Up routine</b>  <b>Focus: Flow</b>  <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</i>  <i>Write recognisable letters, most of which are correctly formed;</i>  <i>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</i></p> 	<p><b>Focus: Strength &amp; Dexterity</b>  <b>Focus: Single Letters</b>  <b>Focus: Pencil Pick- Up routine</b>  <b>Focus: Flow</b>  <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</i>  <i>Write recognisable letters, most of which are correctly formed;</i>  <i>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</i></p> 	<p><b>Focus: Strength &amp; Dexterity</b>  <b>Focus: Single Letters</b>  <b>Focus: Pencil Pick- Up routine</b>  <b>Focus: Flow</b>  <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</i>  <i>Write recognisable letters, most of which are correctly formed;</i>  <i>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</i></p> 
<p><b>Maths</b></p>	<p><b>Counting</b>  <i>Number: Have a deep understanding of numbers up to 10, including the composition of each number.</i></p>	<p><b>Counting and Ordering</b>  <i>Numerical patterns: Compare quantities up to 10 in different contexts</i>  <i>Count objects, actions and sounds. Count beyond 10 Links numeral with cardinal number value Verbally count beyond 20</i></p>	<p><b>Counting</b>  <i>Numerical patterns: Compare quantities up to 10 in different contexts.</i>  <i>Count objects, actions and sounds. Count beyond 10 Links numeral with cardinal number value Verbally count beyond 20</i></p>	<p><b>Addition</b>  <i>Number: Have a deep understanding of numbers up to 10, including the composition of each number.</i>  <i>begin to recall number bonds to 5 Use some addition and subtraction mathematical vocabulary Recall some number bonds to 5 and 10</i></p>	<p><b>Comparing and Ordering</b>  <i>Numerical patterns: Compare quantities up to 10 in different contexts. Number: Subitise up to 5.</i></p>	<p><b>Counting</b>  <i>Number: Have a deep understanding of numbers up to 10.</i>  <i>Count objects, actions and sounds. Count beyond 10 Links numeral with cardinal number value Verbally count beyond 20</i></p>












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	<p>Count objects, actions and sounds. Count beyond 10 Links numeral with cardinal number value Verbally count beyond 20</p> 				<p>Use concrete objects to find one more/one less than a given number Knows one more than/one less than a given number</p> 	
<p>PSED</p>	<p>I understand that if I persevere <i>I can tackle challenges</i> <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i> <i>Begin to talk about examples of own or others' appropriate behaviour Begin to understand how to make appropriate choices and why</i> <i>Identify and moderate their own responses socially and emotionally. Show ability to follow instructions involving several ideas or actions</i> <i>Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution</i> <i>Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult</i> <i>Be able to talk through conflicts independently and begin to create resolutions independently</i></p> 	<p>I can tell you about a time I did not give up until I achieved my goal. <i>I can tackle challenges</i> <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i> <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i> <i>Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution</i> <i>Be able to talk through conflicts independently and begin to create resolutions independently</i> <i>Build and develop their own ideas, testing and considering other possibilities</i> <i>Begins to extend themselves beyond their usual play</i> <i>Show resilience and perseverance in the face of challenge</i></p> 	<p>I can set a goal and work toward it. <i>I can tackle challenges</i> <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i> <i>Build and develop their own ideas, testing and considering other possibilities</i> <i>Begins to extend themselves beyond their usual play</i> <i>Show resilience and perseverance in the face of challenge</i></p> 	<p>I can use kind words to encourage people. <i>Explain the reasons for rules, know right from wrong and try to behave accordingly;</i> <i>Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</i> <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</i> <i>Plays with one or more children in shared play but may dip in and out</i> <i>Plays with one or more children, extending and elaborating play ideas</i> <i>Understands who their friends are and what they need to do to sustain that friendship</i></p> 	<p>I understand the link between what I learn now and the jobs I might like to do when I am older. <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i> <i>Will attempt activities including something new without needing the support or encouragement of an adult</i> <i>Achieve own goal rather than one suggested</i> <i>Has own ideas with an understanding or ability of how it can be achieved</i></p> 	<p>I can say how I feel when I achieve a goal and know what it means to feel proud. <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i> <i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i> <i>Begin to be able to explain why they like or dislike something</i> <i>Know that their preferences should be respected by others</i> <i>See themselves as a valuable individual</i> <i>Achieve own goal rather than one suggested</i> <i>Has own ideas with an understanding or ability of how it can be achieved</i></p> 
<p>RE</p>		<p>Epiphany <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</i> <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i> <i>Can articulate some religious celebrations and being to explain what might happen during these celebrations</i> <i>Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</i></p> 	<p>Epiphany <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</i> <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i> <i>Can articulate some religious celebrations and being to explain what might happen during these celebrations</i> <i>Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</i></p> 	<p>Buddhism <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</i> <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i> <i>Can articulate some religious celebrations and being to explain what might happen during these celebrations</i> <i>Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</i></p> 	<p>Chinese New Year <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</i> <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i> <i>Can articulate some religious celebrations and being to explain what might happen during these celebrations</i> <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</i> <i>Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</i></p> 	<p>Chinese New Year <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</i> <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i> <i>Can articulate some religious celebrations and being to explain what might happen during these celebrations</i> <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</i> <i>Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</i></p> 
<p>UW</p>	<p>Explore a range of jungle animals. Learn their names and label <i>Explore the natural world around them, making observations and drawing pictures of animals and plants;</i> <i>Talk about local environments</i> <i>Recognise some environments that are different to the one in which they live</i> <i>Use pictures to compare and contrast environments around the world</i></p>	<p>What can we do to take care of animals in the jungle <i>Explore the natural world around them, making observations and drawing pictures of animals and plants;</i> <i>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>- Understand some important processes</i></p>	<p>Focus on sea animals- What are the difference and similarities to jungle animals? <i>Explore the natural world around them, making observations and drawing pictures of animals and plants;</i> <i>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></p>	<p>Captivating Creatures experience <i>Explore the natural world around them, making observations and drawing pictures of animals and plants;</i> <i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</i></p>	<p>Animal observation drawing <i>Explore the natural world around them, making observations and drawing pictures of animals and plants;</i> <i>Talk about local environments</i> <i>Recognise some environments that are different to the one in which they live</i> <i>Use pictures to compare and contrast environments around the world</i></p>	<p>Class fact file for floor book to explain our learning. <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</i> <i>Talk about local environments</i> <i>Recognise some environments that are different to the one in which they live</i> <i>Use pictures to</i></p>

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	<p>Explores the natural world around them, making observations and drawing pictures of animals and plants</p>  	<p>and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Talk about local environments Recognise some environments that are different to the one in which they live Use pictures to compare and contrast environments around the world</p> <p>Explores the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Understands the need to respect and care for the natural environment and all living things</p>  	<p>Talk about local environments Recognise some environments that are different to the one in which they live Use pictures to compare and contrast environments around the world</p> <p>Explores the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Understands the need to respect and care for the natural environment and all living things</p>  	<p>Talk about local environments Recognise some environments that are different to the one in which they live Use pictures to compare and contrast environments around the world</p> <p>Explores the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Understands the need to respect and care for the natural environment and all living things</p>   	<p>Explores the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Understands the need to respect and care for the natural environment and all living things</p> <p>Draws people with increasing detail (bodies with limbs and additional features)</p> <p>Children can draw things that they observe</p>  	<p>compare and contrast environments around the world</p> <p>Explores the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Understands the need to respect and care for the natural environment and all living things</p> <p>Draws people with increasing detail (bodies with limbs and additional features)</p> <p>Children can draw things that they observe</p>   
EAD	<p><b>Habitat making - junk modelling</b></p> <p>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;</p> <p>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Join items with masking tape with support Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</p> <p>Make informed choices of which material is best to use when junk modelling</p> <p>Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc</p>  	<p><b>Animal face paper plates</b></p> <p>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;</p> <p>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Join items with masking tape with support Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</p> <p>Make informed choices of which material is best to use when junk modelling</p> <p>Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc</p>  	<p><b>Paintings of the different places the snail and the whale travel to</b></p> <p>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;</p> <p>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;</p> <p>Beginning to use thin brushes to add detail to paintings</p> <p>Can hold a paintbrush using a tripod grip Paintings show greater attention to detail</p> <p>Can independently select additional tools (stamper, rollers etc.) to improve their painting</p>  	<p><b>Clay making of favourite creature from the captivating creatures experience</b></p> <p>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;</p> <p>Manipulates clay (rolls, cuts, squashes, pinches, twist etc.) Makes a model using clay</p>  	<p><b>Animal observation drawing</b></p> <p>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;</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Begin to show accuracy and care when drawing.</p> <p>Draws potato people (no neck or body)</p> <p>Draws people with increasing detail (bodies with limbs and additional features) Children can draw simple things from memory</p> <p>Children begin to draw self-portraits, landscapes and buildings/cityscapes</p>  	<p><b>Igloo making</b></p> <p>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;</p> <p>- Make use of props and materials when role playing characters in narratives and stories.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Build simple models using a variety of resources Build models which replicate those in real life using a variety of resources</p> <p>Draw designs before making models Begin to add labels to designs Share their creations, explaining the process they have used</p>  
Music	<p>Listen and Respond: We are Family. Explore: Finding the Pulse Sing: Wind the bobbin up. Perform- What you have learnt in the lesson. <i>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i></p> <p>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>Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>lay instruments with increasing control to express their feelings and ideas 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>Listen and Respond: Thula Baba-South African Lullaby. Explore &amp; Create: Create your own sounds (improvisation and composition with voices and/or instruments) Sing &amp; Play Learn to sing and play the nursery rhyme Rock-A-Bye Baby. Perform- What you have learnt in the lesson. <i>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i></p> <p>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>Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses</p>	<p>Listen &amp; Respond: ABC Jackson 5. Explore &amp; 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 <i>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i></p> <p>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>Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music</p>	<p>Listen &amp; respond: My Mum is Amazing by Zain Bhikha. Explore &amp; create: Using a games track, find the pulse in different ways. Sing &amp; 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 <i>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i></p> <p>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>Listen &amp; respond: Conga b Miami Sound Machine. Explore &amp; create: Rhythm games (copy cat). Learn to sing and play nursery rhyme/s Five Little Monkeys. Perform: What have you learnt in the lesson <i>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i></p> <p>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>Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses</p>	<p>Listen &amp; respond: Mozart's Horn Concerto no 4 - Rondo. Explore &amp; 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 <i>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i></p> <p>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</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.</i>  <i>Rehearse, repeat, practise and develop a sequence of movements independently. This includes working on skills and technique, as well as accuracy and perfecting the quality of movement. Share practised movements by presenting and 'performing'</i></p> 	<p>Dance - Movement to music, space and emotions.  <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>  <i>Rehearse, repeat, practise and develop a sequence of movements independently. This includes working on skills and technique, as well as accuracy and perfecting the quality of movement. Share practised movements by presenting and 'performing'</i></p> 	<p>Dance - Movement to music, space and emotions.  <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>  <i>Rehearse, repeat, practise and develop a sequence of movements independently. This includes working on skills and technique, as well as accuracy and perfecting the quality of movement. Share practised movements by presenting and 'performing'</i></p> 	<p>Multiskills- running, jumping, throwing, chasing, tagging, and racing  <i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</i>  <i>Once established on dominant leg practise on nondominant leg Alternate legs when hopping on the spot and land safely</i>  <i>Skipping - hold the child's hand and talk through 'step hop, step hop' (a rhythmical voice pattern and a large area is needed to consolidate the pattern). Gradually increase speed and distance</i>  <i>different types of jumps landing safely. Jump on the spot moving from feet together to feet apart</i>  <i>Perform a jumping sequence e.g. Place hoops in 'hop scotch' position, jump two feet together, two feet apart</i>  <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>  <i>Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through</i>  <i>Throwing ball underarm while stepping forward with opposite foot. Swings throwing arm forward and upward, stepping forward with the opposite foot. Then swings throwing arm downward. Releases ball and follows through with throwing arm</i></p> 	<p>Multiskills- running, jumping, throwing, chasing, tagging, and racing  <i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</i>  <i>Once established on dominant leg practise on nondominant leg Alternate legs when hopping on the spot and land safely</i>  <i>Skipping - hold the child's hand and talk through 'step hop, step hop' (a rhythmical voice pattern and a large area is needed to consolidate the pattern). Gradually increase speed and distance</i>  <i>different types of jumps landing safely. Jump on the spot moving from feet together to feet apart</i>  <i>Perform a jumping sequence e.g. Place hoops in 'hop scotch' position, jump two feet together, two feet apart</i>  <i>Throwing ball underarm while stepping forward on the same side. Swings throwing arm down and forward on the same side. 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Jump on the spot moving from feet together to feet apart</i>  <i>Perform a jumping sequence e.g. Place hoops in 'hop scotch' position, jump two feet together, two feet apart</i>  <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>  <i>Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through</i>  <i>Throwing ball underarm while stepping forward with opposite foot. Swings throwing arm forward and upward, stepping forward with the opposite foot. Then swings throwing arm downward. Releases ball and follows through with throwing arm</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>					