Spring term p		8-12 <sup>th</sup> Jan	arth aoth is	appd acthur	aoth use and rate	sth oth su
	4 <sup>th</sup> -5 <sup>th</sup> Jan	8-12" Jan	15 <sup>th</sup> - 19 <sup>th</sup> Jan	22 <sup>nd</sup> -26 <sup>th</sup> Jan	29 <sup>th</sup> Jan- 2 <sup>nd</sup> Feb	5 <sup>th</sup> – 9 <sup>th</sup> Feb
	World Braille Day – 4 <sup>th</sup> Jan		Martin Luther King Day – 15 <sup>th</sup> Jan	Burns Night 25 <sup>th</sup> Jan	World Ukulele Day – 2 <sup>nd</sup> Feb Little City UK – in school 29 <sup>th</sup>	Children's mental health week Safer internet day – 6 <sup>th</sup> Charles dickens Day – 7 <sup>th</sup> Feb Chinese New Year 10 <sup>th</sup> Feb
Book Focus	A Superhero like you	Emergency services Police/ medical/ fire	Community helpers – Retail, waste collector, homeless charities etc.	Health and Beauty Incl dentist	Vets	When I grow up Tim Minchin's When i grow up Grave Artony
Key vocabulary	Jobs, careers, community, occupation, doctor, teacher, lawyer, vet etc., help, save, rescue, hero	Nurse, police, doctor, firefighter, paramedic, midwife, ambulance, police car/van, fire engine, hose, save, help, water, prison, hero, medicine, treat, pharmacy, prescription	Shop, retail, keeper, help, support, work, town, collect, refuge, charity, recycle, support	Hygiene, dentist, beauty, beautician, hairdresser, customer, client, health, hero	Pets, medicine, doctor, treatment, save, animal, look after, care, vet, nurse.	Nurse, police, doctor, firefighter, paramedic, midwife, ambulance, police car/van, fire engine, hose, save, help, water, prison, hero, medicine, treat, pharmacy, prescription Shop, retail, keeper, support, work, town, collect, refuge, charity, recycle, Hygiene, dentist, beauty, beautician, hairdresser, customer, client, health, hero Pets, medicine, doctor, treatment, save, animal, look after, care
Literacy/ CL	What is a key worker? Talk about what a key worker is.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 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; 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. 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.	Match the jobs to the person. 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 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; 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. 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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 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; 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. 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	Design a new toothbrush. 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 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; 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. 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. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations,	Role play – Vets. 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 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; 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. - 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.	Paint your dream job? What is it? 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 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; 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. 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

	Write recognisable letters, most of which are correctly formed 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'. 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	Write recognisable letters, most of which are correctly formed 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'. 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	in the natural world around them, including the seasons and changing states of matter. Write recognisable letters, most of which are correctly formed 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'. 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	explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Write recognisable letters, most of which are correctly formed 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'. 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	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; Write recognisable letters, most of which are correctly formed 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'. Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary	changes in the natural world around them, including the seasons and changing states of matter. Write recognisable letters, most of which are correctly formed 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'. 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
	<b>Enquire</b>		Responsibility	<b>63</b>	Aspire	conjunctions
Phonics	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 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 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	Aspire I o 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. 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Maths	To compare capacity. Make comparisons between objects relating to size, length, weight and capacity. Show an awareness of comparison in estimating and predicting Compare some types of measures	To explore patterns. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern Talk about and identify the patterns around them Copy and continue an ABAB pattern Create own ABAB patterns Notice and correct an error in an ABAB pattern	<b>To copy an AB pattern.</b> 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 Talk about and identify the patterns around them Copy and continue an ABAB pattern Create own ABAB patterns Notice and correct an error in an ABAB pattern	Number blocks episode 1 Counting to 1 Finding 1 object Representing 1 on a 5 frame A circle – 1 side 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'). 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	Number blocks episode 2 Counting to 2 Finding 2 objects Representing 2 on a 5 frame A semi-circle – 2 sides shape 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'). 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	Recap and review learning

PSED	I understand what a challenge means. • 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	I can keep trying until I can do something. 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	I can set a goal and work towards it. 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.	I know some kind words to encourage people with. 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' hannu/angnu	I can start to jobs I might older. Develop their so membership of Become more of people, in the so Show more con- situations. Show likes and what they prefor or resources Begin to under be different or willing to try no confidence in me exploring local Build and deve and considering
	Democracy Restored	Resilience	Aspire Enquire	I'm sad/ happy/angry	Generate
RE		Epiphany 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; Can articulate some religious celebrations and being to explain what might happen during these celebrations Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)	Epiphany 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; Can articulate some religious celebrations and being to explain what might happen during these celebrations Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)	Buddhism 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; Can articulate some religious celebrations and being to explain what might happen during these celebrations Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)	Chinese Ne Know some sin between differ communities in their experience class; Participate in s one discussion: using recently. Can articulate and being to ex during these ca Know some sin between thing drawing on the been read in cl Comments on p celebrations (D
		Tolerance Enquire	Tolerance Enquire	Respect Together	Respect
UW	Braille Day – supporting inclusion.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.See themselves as a valuable Individual	What service to approach in an emergency.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.	Who is martin Luther King? Compare and contrast characters from stories, including figures from the past. Know some similarities and differences between things in the past and now, 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. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Form lower-case and capital letters correctly.	Burns night- who celebrates and what is it? Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	Little city je community Demonstrate u been read to th narratives usin recently introd – where appro - Use and unde vocabulary dur non-fiction, rhy role-play

# can start to think about the obs I might do when I am

- Develop their sense of responsibility and nembership of a community.
- Become more outgoing with unfamiliar eople, in the safe context of their setting. • how more confidence in new social
- how likes and preferences Able to choose what they prefer from a range of activities
- Begin to understand that their choices can be different or the same as their peers villing to try new things Shows more onfidence in new social situations for e.g. exploring local neighbourhood & visitors uild and develop their own ideas, testing and considering other possibilities



# Chinese New Year

- *Chow some similarities and differences* netween different religious and cultural communities in this country, drawing on heir experiences and what has been read in
- Participate in small group, class and one-toone discussions, offering their own ideas, ising recently introduced vocabulary; Can articulate some religious celebrations Ind being to explain what might happen luring these celebrations
- (now some similarities and differences between things in the past and now,
- Irawing on their experiences and what has een read in class
- Comments on pictures of a wide range of elebrations (Diwali, Eid, Christmas)



# ittle city jobs in the

community.

Demonstrate understanding of what has been read to them by retelling stories and arratives using their own words and ecently introduced vocabulary; - Anticipate - where appropriate – key events in stories; Use and understand recently introduced ocabulary during discussions about stories, non-fiction, rhymes and poems and during

#### I can feel proud when I achieve a goal.

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



# **Chinese New Year**

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-toone discussions, offering their own ideas, using recently introduced vocabulary; Can articulate some religious celebrations and being to explain what might happen during these celebrations

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Comments on pictures of a wide range of

celebrations (Diwali, Eid, Christmas)



#### Chinese New Year

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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts

Develop positive attitudes about differences between people. Begin to understand how others might be feeling. Begin to show an awareness of other children's feelings. Notice and ask questions about differences between people.	See themselves as a valuable Individual. Develop positive attitudes about differences between people Able to discuss different occupations of family members. Talk about the lives of the people around them and their roles in society. Show an interest in different occupations. Talks about a wider range of occupations.	• Spell words by identifying the sounds and then writing the sound with letter/s. •Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Know some similarities and Differences between things in the past and now, drawing on their experiences and what has been read in class Compare and contrast characters from stories, including figures from the past Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Write recognisable letters, most of which are correctly formed 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'. Begin to use capital letters, finger spaces and full stops when writing sentences.	Develop positive attitudes about differences between people. Can name the some of the countries that make up the UK and at least 2 other countries. Can articulate some religious celebrations and being able to explain what might happen during these celebrations. Comments on recent pictures of experiences in their own life e.g., "this was me at the farm". Comments on images of familiar experiences (Holidays, visiting the park and going to the dentist).	Hold a pencil ef, fluent writing – almost all cases Write recognisc are correctly fou identifying sour the sounds with simple phrases read by others. Explore the natu- making observe of animals and similarities and natural world a environments, o and what has b Understand son changes in the r including the se of matter. Write recognisc are correctly fou introduction to and full stops th poems, text ma when we need to stops. Introduct Factual writing information tex Subheadings -Su based around a with the correct conjunctions
Paint your dream job 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. 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; Can hold a paintbrush in the palm of their hand to create marks. Use pre-made paints. Can name primary colours. Can mix primary colours to appropriate consistency, beginning to use thin brushes to add details to paintings. Can hold a paintbrush using a tripod grip. Paintings show greater attention to detail. Makes marks, draws circles and lines. Children can draw things they observe. Draws faces with features and gives meaning to marks. Draws potato people. Children can draw simple things from memory.	Junk modelling of emergency service vehicle 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; Use glue sticks to join items with support. Use glue spatulas to join items with support. Use glue sticks and spatulas to join independently. Joins items with masking tape. Explore different materials freely in order to develop their ideas about how to use them and what to make. Develop their own ideas and decide which materials to use to express them. Make informed choices of which materials is best to use when junk modelling. Create a model with one texture. Add additional textures to models.	Class collage of a community scene using a range of materials and manipulation techniques 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. 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; Create a model with one texture. Add additional textures to models. Use glue sticks to join items with support. Use glue sticks and spatulas to join independently. Joins items with masking tape. Explore different materials freely in order to develop their ideas about how to use them and what to make. Develop their own ideas and decide which materials to use to express them. Show an interest in different occupations. Talks about a wider range of occupations.	Design a new toothbrush and toothpaste to sell. 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. 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; Can hold a paintbrush in the palm of their hand to create marks. Use pre-made paints. Can name primary colours. Can mix primary colours to appropriate consistency, beginning to use thin brushes to add details to paintings. Can hold a paintbrush using a tripod grip. Paintings show greater attention to detail. Makes marks, draws circles and lines. Children can draw things they observe. Draws faces with features and gives meaning to marks. Draws potato people. Children can draw simple things from memory. Draw designs before making models.	Participate discussions, performance Demonstrate has been read stories and no words and read vocabulary; -, appropriate – Use and unde introduced vo discussions at rhymes and pu- play Know some si Differences be and now, drav and what has with familiar s Use own expe storylines. Use stories to deve pretend play, represent som they are not s

encil effectively in preparation for and (when appropriate) maps. riting – using the tripod grip in Develop positive attitudes about Ill cases; differences between people cognisable letters, most of which ectly formed; - Spell words by ng sounds in them and representing ds with a letter or letters; - Write hrases and sentences that can be others. the natural world around them, observations and drawing pictures als and plants; 15 - Know some ies and differences between the world around them and contrasting nents, drawing on their experiences has been read in class; and some important processes and in the natural world around them, the seasons and changing states cognisable letters, most of which ectly formed tion to capital letters, finger spaces stops through the use of stories, ext maps, letters etc. Understand need to use capital letters and full troduction to 'Every-day Toolkit'. writing –Learn and retell simple tion texts Children to learn that tion texts include: -A title lings -Simple factual sentences ound a theme -Complete sentences correct punctuation and simple ipate in role play Chinese lantern making Safely use and explore a variety of sions, presentations and materials, tools and techniques, mances. experimenting with colour, design, texture, form and function; - Share strate understanding of what their creations, explaining the process en read to them by retelling they have used; and narratives using their own and recently introduced Know some similarities and lary; - Anticipate – where Differences between things in the past riate – key events in stories; and now, understand recently drawing on their experiences and what ced vocabulary during has been read in class ions about stories, non-fiction, Create a model with one texture. Add and poems and during roleadditional textures to models. Use glue sticks to join items with support. Use ome similarities and glue spatulas to join items with nces between things in the past support. Use glue sticks and spatulas *w, drawing on their experiences* to join independently. Joins items with at has been read in class. Play masking tape. miliar small world equipment. Explore different materials freely in experiences to develop order to develop their ideas about how es. Use experiences and learnt to use them and what to make. to develop storylines in their Develop their own ideas and decide l play. Take part in simple which materials to use to express l play, using an object to them. Show an interest in different nt something else even though occupations. Talks about a wider range not similar. of occupations.

Music         Operation         Operation	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. sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music Learns short routines, beginning to match pace Learn longer routines, beginning to match pace Shares likes and dislikes about dances/performances	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. sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music Learns short routines, beginning to match pace Learn longer routines, beginning to match pace Shares likes and dislikes about dances/performances	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. sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music Learns short routines, beginning to match pace Learn longer routines, beginning to match pace Shares likes and dislikes about dances/performances	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. sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music Learns short routines, beginning to match pace Learn longer routines, beginning to match pace Shares likes and dislikes about dances/performances	Listen & resp Miami Sound & create: Rh cat). Learn to nursery rhym Monkeys. Per you learnt in Sing a range nursery rhym Perform song and stories w when approp in time with sing the pitch of a person ('pitch ma their own, increat and following the well-known nurse Perform songs, rh with others, and move in time with Talk about how m Listen attentively, music, expressing responses lay instruments w express their feeli instruments in tin Learns short routi pace Learn longer match pace Shares likes and o dances/performa
PE	<ul> <li>Dance - Movement to music, space and emotions.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>Explore and engage in music making and dance, performing solo or in groups</li> <li>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'</li> </ul>	Dance - Movement to music, space and emotions.         Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.         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         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'	Dance - Movement to music, space and emotions.         Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.         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         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'	Multi-skills- running, jumping, throwing, chasing, tagging, and racing Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Once established on dominant leg practise on nondominant leg Alternate legs when hopping on the spot and land safely 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 different types of jumps landing safely. Jump on the spot moving from feet together to feet apart Perform a jumping sequence e.g. Place hoops in 'hop scotch' position, jump two feet together, two feet apart 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 Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through	Multi-skills- I throwing, ch racing Move energetical jumping, dancing climbing. Once established on nondominant hopping on the sp Skipping - hold th through 'step hop voice pattern and consolidate the p speed and distant different types of Jump on the spot together to feet c sequence e.g. Pla position, jump tw apart Throwing ball und forward on the so arm down and fo Releases ball and

& respond: Conga b Sound Machine. Explore ate: Rhthym games (copy earn to sing and play ty rhyme/s Five Little eys. Perform: What have arnt in the lesson range of well-known ty rhymes and songs; m songs, rhymes, poems ories with others, and – appropriate – try to move e with music. pitch of a tone sung by another (pitch match') Sing in a group or on n, increasingly matching the pitch wing the melody Sing a range of wn nursery rhymes and songs. songs, rhymes, poems and stories ers, and (when appropriate) try to time with music ut how music makes them feel tentively, move to and talk about typessing their feelings and their feelings and ideas Plays ents in time to music hort routines, beginning to match try longer routines, beginning to ace kes and dislikes about performances	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. sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music Learns short routines, beginning to match pace Learn longer routines, beginning to match pace Shares likes and dislikes about dances/performances
skills- running, jumping,	Multiskills- running, jumping,
ing, chasing, tagging, and	throwing, chasing, tagging, and
ergetically, such as running, dancing, hopping, skipping, and ablished on dominant leg practise ominant leg Alternate legs when on the spot and land safely - hold the child's hand and talk 'step hop, step hop' (a rhythmical ttern and a large area is needed to ate the pattern). Gradually increase ad distance types of jumps landing safely. the spot moving from feet to feet apart Perform a jumping e e.g. Place hoops in 'hop scotch' jump two feet together, two feet g ball underarm while stepping on the same side. Swings throwing	racing Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Once established on dominant leg practise on nondominant leg Alternate legs when hopping on the spot and land safely 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 different types of jumps landing safely. Jump on the spot moving from feet together to feet apart Perform a jumping sequence e.g. Place hoops in 'hop scotch' position, jump two feet together, two feet apart Throwing ball underarm while stepping forward on the same side. Swings throwing
n and forward on the same side. ball and follows through with	arm down and forward on the same side. Releases ball and follows through with

				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	throwing arm T feet stationary. width apart. Sw downward and through Thrown stepping forwa throwing arm fi stepping forwa Then swings thi Releases ball ar throwing arm	
Characteristics of Effective	The Foundation Stage the curriculur	m is delivered to develop the behavio	urs outlined in the Characteristics of Effe	ective Learning. The behaviours in the c	haracteristics	
Learning	The strands of the characteristics of	effective learning are related to key t	hemes in early childhood development	they are • Playing and Exploring: Findin	g out and exp	
	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 Critical					
	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. The characteristics of Effective Learning focus on the process rather than the outcome.					
	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 ab					
	to learn well and make good progre	ss in all the Areas of Learning and Dev	/elopment.			

n Throwing ball underarm with ry. Stands with feet shoulder Swing throwing arm nd forward without follow owing ball underarm while ward with opposite foot. Swings n forward and upward, ward with the opposite foot. throwing arm downward. I and follows through with n throwing arm Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through 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

cs of Effective Learning are grouped into three strands. xploring; Using what they know in their play; Being cally: Having their own idea; Using what they already . They enable children to approach opportunities with bilities and attitudes of strong learners will support them