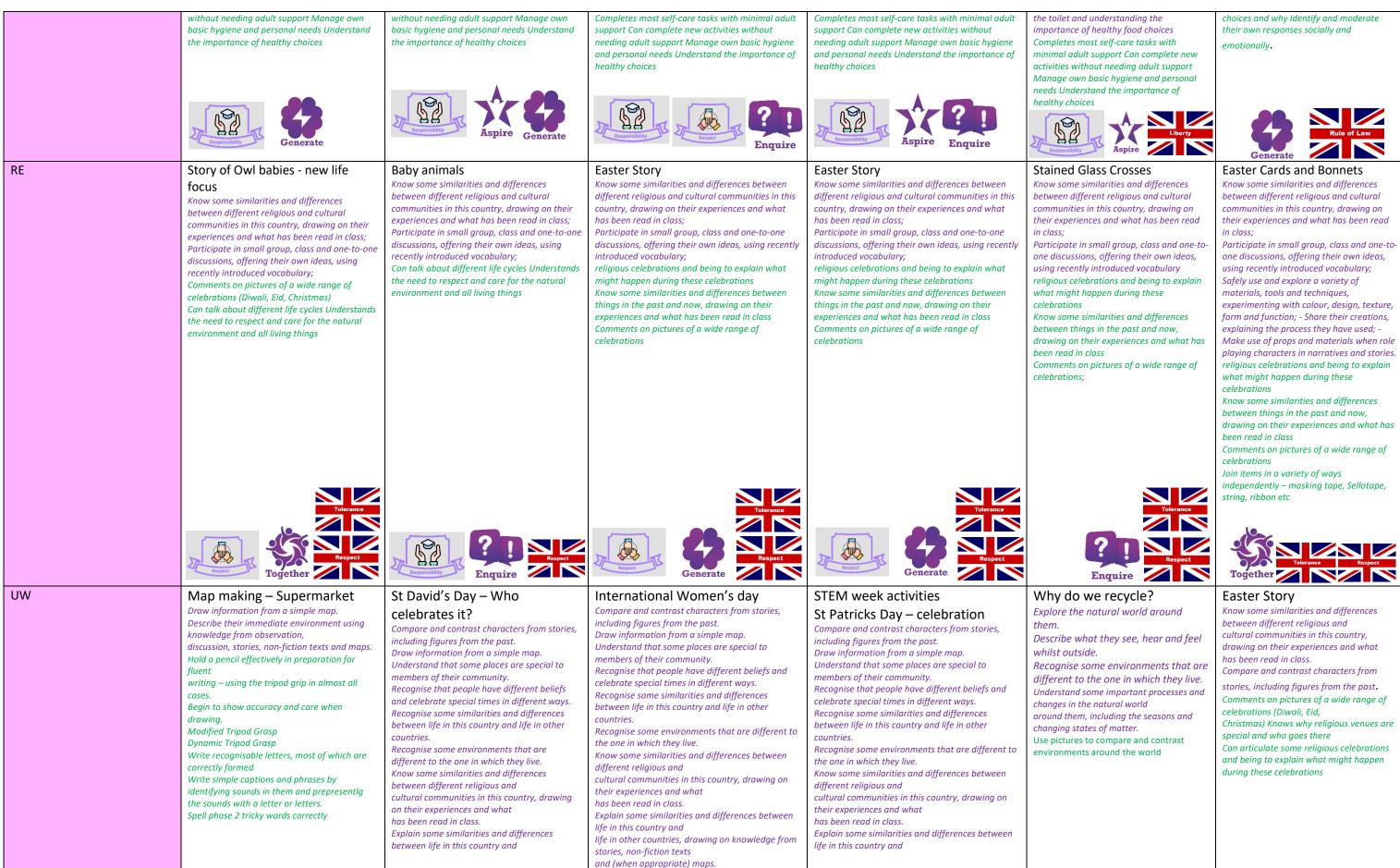
	19 th – 23 rd February 2023	26 th February – 1 st March	4 th – 8 th March	11 th – 15 th March	18 th – 22 nd March	25 th – 29 th March
Events		St David's Day – 1 st March	World Book Day – 7 th March International Women's Day – 8 th March Mothers Day – 10 th March	British Science Week St Patricks Day – 17 th March	Global recycling day – 18 th March World poetry & Early Music Day – 21 st March	Good Friday 29 th March
Book Focus	Supertato	Supertato	The Baddies	The Baddies	Lost and Found	Lost and Found
Key vocabulary	Superhero, hero, rescue, Potato, vegetables, Evil, save, story, supermarket, shelves, pea, Broccoli, Conveyer belt, Blueberries, Orange, Grapefruit, Aubergine, Tomato, Carrot	Superhero, hero, rescue, Potato, vegetables, Evil, save, story, supermarket, shelves, pea, Broccoli, Conveyer belt, Blueberries, Orange, Grapefruit, Aubergine, Tomato, Carrot	Baddies, mean, nasty, Ghost, Witch, Troll, Bad, Fight, Worst, Girl, Cottage, Scare, Big, Brave	Baddies, mean, nasty, Ghost, Witch, Troll, Bad, Fight, Worst, Girl, Cottage, Scare, Big, Brave	Boy, penguin, birds, South Pole, rowboat, waves, umbrella, duck, friends, help,	Boy, penguin, birds, South Pole, rowboat, waves, umbrella, duck, friends, help,
Literacy/ CL	<section-header> Make and describe your own Supertato. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions Describe events in some detail.</section-header>	Class story map- retelling key parts if the Supertato story. Learn new vocabulary. Articulate their ideas and thoughts in well- formed sentences. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions Describe events in some detail.	Create your own baddie and talk about them. 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 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'. Instruction Writing – Learn and retell simple instructions Children to learn that instructions use: -A title -Time connectivesShort, clear direct sentences -Imperative (bossy) language	How can you be a good friend? Role play acting how to be a good friend. 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. 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'. Retell simple 5- part story: 1.Once upon a time 2.First/Then /Next 3.But 4.So/Finally 5.Happily, ever after NB: This will be revisited throughout the year Recount writing – Learn and retell simple recounts Children to learn that recounts: -Retell experiences in sequence -Use the past tense -Use time connectives Links: – PSED - br	Draw pictures of what the boy and penguin would need to take in their suitcase. 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 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'. Retell simple 5- part story: 1.Once upon a time 2.First/Then /Next 3.But 4.So/Finally 5.Happily, ever after NB: This will be revisited throughout the year	Draw and picture of the penguin and describe him. 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; Recount writing – Learn and retell simple recounts Children to learn that recounts: - Retell experiences in sequence -Use the past tense -Use time connectives NB: This will be revisited throughout the year Links: – UtW - nw
Phonics Aspire Together	To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech	To increase awareness of words that rhyme and to develop knowledge about rhyme. • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise	To distinguish between the differences in vocal 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	Cenerate Construction of 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	To know that words can begin with the same sound. • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise	Review • 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

	 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 	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	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	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	words with the so money and moth Notice some prin their name, a bus or clap syllables i nursery rhymes a Begin to spot rhy words with the so money and moth Stops to listen for but may need sup cue (hand to ear stories and under with the help of p sound sources an heard Say some of the v Join in with song sounds, rhythms, songs and say rh example, singing
Maths	Number blocks episode 3 Counting to 3 Finding 3 objects Representing 3 on a 5 frame A triangle – 3 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	Length Encourage them to use more specific mathematical vocabulary in relation to Length - longer, shorter Breadth – wider, narrower 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	Height Encourage them to use more specific mathematical vocabulary in relation to height – taller, shorter 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	Number blocks episode 4 Counting to 4 Finding 4 objects Representing 4 on a 5 frame Squares and rectangles, 4 sided shapes including in the environment 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 Compare collections and begin to talk about which group has more Identify groups with the same number of things Use vocabulary more, less, fewer and same to compare quantities	Number bloc Counting to Finding 5 ob Representin Pentagons, 5 including in 5 actions e.g 5 claps Develop fast reco without having to ('subitising'). • R one number for e 1,2,3,4,5. • Know reached when co objects tells you total ('cardinal p numbers' up to 5 amounts: for exa number of object up to 5. • Experir symbols and mar Solve real world fu with numbers up using language: than', 'fewer tha Explore numbers grouping and sho unfair when object them Understand shapes Compare collectin about which grou groups with the s
PSED	I understand that I need to exercise to keep my body healthy. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Completes most self-care tasks with minimal adult support Can complete new activities	I understand how moving and resting are good for my body. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Completes most self-care tasks with minimal adult support Can complete new activities	I know which foods are healthy and not healthy and can make healthy eating choices. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	I know how to help myself go to sleep and I understand why sleep is good for me. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	I can wash n thoroughly a why this is in before I eat the toilet. Manage their ow personal needs, i

e same initial sound, such as other rint, such as the first letter of bus or a familiar logo Count es in a word Exposure to es and rhymes in stories. rhymes in stories Recognise e same initial sound, such as other for directions from an adult support to do this e.g. visual ar for 'listen') Listen to simple derstand what is happening, of pictures Easily locates and can talk about sounds the words in songs and rhymes ngs and rhymes, copying ms, tunes and tempo Sing rhymes independe ntly, for ing whilst playing	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
locks episode 5 so 5 objects ing 5 on a 5 frame s, 5 sided shapes n the environment e.g., 5 hops, 5 jumps, ecognition of up to 3 objects, g to count them individually e Recite numbers past 5. • Say or each item in order: ow that the last number counting a small set of ou how many there are in I principle'). • Show 'finger o 5. • Link numerals and example, showing the right ects to match the numeral, eriment with their own marks as well as numerals. • Id mathematical problems up to 5. • Compare quantities e: 'more han ers with concrete objects - sharing Understand fair and bjects are shared between and equal parts and whole of exctions and begin to talk troup has more Identify the same number of things Use ore, less, fewer and same to titities	Encourage them to make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check. Prompt them to use the language heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items that have an obvious difference in weight. 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
y and understand y and understand important especially at and after I go to own basic hygiene and s, including dressing, going to	I know what a stranger is and how to stay safe if a stranger approaches me. Explain the reasons for rules, know right from wrong and try to behave accordingly; Begin to talk about examples of own or others' appropriate behaviour Begin to understand how to make appropriate

Public

Spring term planning





		life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Can name the some of the countries that make up the UK and at least 2 other countries Can identify similarities and Differences between homes in our country Can identify similarities and Differences between homes in other countries Use pictures to compare and contrast environments around the world	Talk about the lives of the people around them and their roles in society. Talk about the lives of the people around them and their roles in society Compare and contrast characters from stories, including figures from the past Can name the some of the countries that make up the UK and at least 2 other countries	life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Can name the some of the countries that make up the UK and at least 2 other countries Can identify similarities and Differences between homes in our country Can identify similarities and Differences between homes in other countries Use pictures to compare and contrast environments around the world	Together
EAD	Owl babies- use different materials to make an owl baby Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Join items with masking tape with support Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc	Collage daffodils 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; Explore the natural world around them, making observations and drawing pictures of animals and plants; Begin to show accuracy and care when drawing. Draws potato people (no neck or body) Draws people with increasing detail (bodies with limbs and additional features) Children can draw simple things from memory Children begin to draw self-portraits, landscapes and buildings/cityscapes	Mother's day card making – paintings of important women in your life. Invent, adapt and recount narratives and stories with peers and their teacher; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Understand the past through settings, characters and events encountered in books read in class and storytelling. Use experiences and learnt stories to develop storylines in their pretend play Invent, adapt and recount narratives and stories with peers and their teacher Take part in simple pretend play, using an object to represent something else even though they are not similar Make use of props and	Make shamrocks. 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; Build simple models using a variety of resources Build models which replicate those in real life using a variety of resources Manipulates clay (rolls, cuts, squashes, pinches, twist etc.) Makes a model using clay	Make an Share their of process they - Manage the personal net the toilet an importance Explores the making obse of animals a Understand on the natur when and he Can say who talk about d the need to environmen Draw design to add label creations, es used
	Enquire	Generate	materials when role playing characters in narratives and stories	Generate	Together
Music	Listen and Respond - Lovely Day performed by Bill Withers Explore and Create- Using the games track, find the pulse in different ways Sing and Play - a. Learn to sing and play Old Macdonald Share and Perform- Share 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,	Listen and Respond - Beyond The Sea sung by Robbie Williams Explore and Create- Create your own sounds (improvisation and composition with voices and/or instruments) Sing and Play Listen to, sing along with and play with the action song The Wheels On The Bus Share and Perform- Share 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	Listen and Respond - Mars from The Planets by Gustav Holst Explore and Create- Explore high and low (pitch and improvisation with voices) Sing and Play - a. Learn to sing and play Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Share and Perform- Share 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	Listen and Respond - Frogs' Legs and Dragons' Teeth by Bellowhead Explore and Create- Rhythm games (copycat) Sing and Play - Listen to, sing along with and play with the action songs: The Hokey Cokey Share and Perform- Share 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	Listen an Mountain Marvin G Explore a high and improvisa Sing and and play Row, Row Perform- learnt in Sing a ran nursery r Perform s and stori when app in time w sing the pito person ('pito their own, in



an igloo.

eir creations, explaining the hey have used; e their own basic hygiene and

needs, including dressing, going to and understanding the

ce of healthy food choices. the natural world around them, bservations and drawing pictures

is and plants and the effect of changing seasons

nd the effect of changing seasons Itural world around, discussing d how things grow

what plants need to survive Can It different life cycles Understands to respect and care for the natural tent and all living things

igns before making models Begin bels to designs Share their , explaining the process they have



and Respond - Ain't No cain High Enough sung by a Gaye and Tammi Terrell e and Create- Explore and low (pitch and visation with voices) and Play - Learn to sing ay nursery rhyme/s Row, cow Your Boat Share and m- Share what you have in the lesson

range of well-known y rhymes and songs; m songs, rhymes, poems ories with others, and – appropriate – try to move e with music.

bitch of a tone sung by another bitch match') Sing in a group or on b increasingly matching the pitch

Easter bonnet making

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; 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; Join items with masking tape with support Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc



Listen and Respond - Singing In The Rain performed by Gene Kelly

Explore and Create- Using a games track, find the pulse in different ways

Sing and Play - Learn to sing and play nursery rhyme/s Incy Wincy Spider Share and Perform- Share 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

	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	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	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.	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	and following th well-known nurs Perform songs, r with others, and move in time wi Talk about how Listen attentivel music, expressin responses lay instruments express their fee instruments in th Learns short row pace Learn long match pace Shares likes and dances/perform
	Net/ wall skills - throwing, catching movement Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. 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 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 Catching ball with both hands with feet stationary. Extends bent arms forward with feet stationary. Catches ball with hands away from body Trapping ball against chest with both hands. Extended arms forward. Catches ball against chest with arms and hands Catching ball in both hands while moving. Extends bent arms forward. Moves towards ball as it is caught. Brings ball close to body	Net/ wall skills - throwing, catching movement Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. 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 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 Catching ball with both hands with feet stationary. Extends bent arms forward with feet stationary. Catches ball with hands away from body Trapping ball against chest with both hands. Extended arms forward. Catches ball against chest with arms and hands Catching ball in both hands while moving. Extends bent arms forward. Moves towards ball as it is caught. Brings ball close to body	Striking/Fielding skills- chasing, stopping, striking and runningMove energetically, such as running, jumping, dancing, hopping, skipping and climbing. dominant leg practise on nondominant legAlternate 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 apartThrowing 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 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 armWalking forward, stopping and kicking the ball with follow through. Takes one or more steps towards the ball. Nicks the ball forward. Continues to move kicking leg forward after kick Walking forward, stopping and kicking the ball with arm-leg oppositions. Straightens leg before touching the ball. Kicks the ball forward. Continues to move kicking leg forward after kick Walking forward, stopping and kicking the ball to a target	 Striking/Fielding skills- chasing, stopping, striking and running Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 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 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 Walking forward, stopping and kicking the ball with follow through. Takes one or more steps towards the ball. Places support foot near ball with arm-leg oppositions. Straightens leg before touching the ball. Kicks the ball forward. Continues to move kicking leg forward after kick Walking forward, stopping and kicking the ball to a target 	Striking/Fiel stopping, st Move energetica jumping, dancin climbing. dominant leg prace Alternate legs whe safely Skipping - hu through 'step hop, pattern and a larg the pattern). Grad distance different types of j the spot moving fr Perform a jumping 'hop scotch' positio feet apart Throwing ball un forward on the sa arm down and fr Releases ball an throwing arm Th feet stationary width apart. Swu downward and j through Throwing stepping forwar Swings throwing stepping forwar Then swings thro arm Walking forward ball with follow more steps towa foot near ball wi Straightens leg b Kicks the ball forw kicking leg forwar
Characteristics of Effective Learning	The strands of the characteristics of willing to have a go • Active Learnin know to learn new things; Choosing curiosity, energy and enthusiasm. E	f effective learning are related to key ng: Being involved and concentrating g ways to do things and finding new w	burs outlined in the Characteristics of Eff themes in early childhood development ; Keeping on trying; Enjoying achieving v vays. The characteristics of Effective Lear to a child, allowing them to practice and and Development.	they are • Playing and Exploring: Findin what they set out to do • Creating and Th rning focus on the process rather than th	ng out and exp hinking Critica he outcome. 1

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