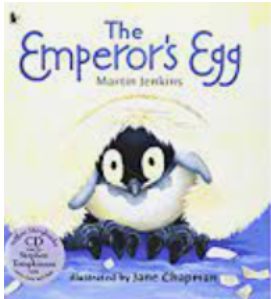
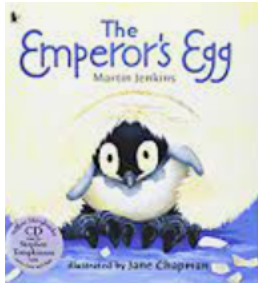
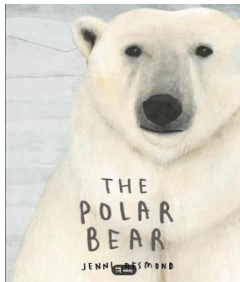
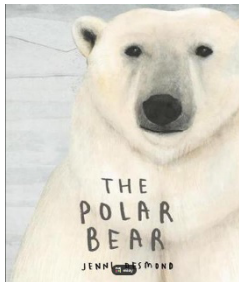
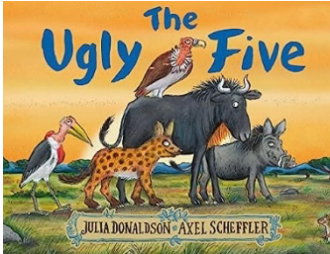
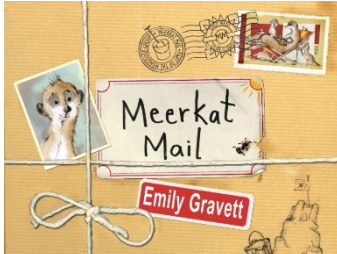

































































	15 th – 19 th April	22 nd – 26 th April	29 th April – 3 rd May	6 th – 10 th May	13 th – 17 th May	20 th - 24 th May
		Earth Day – 22nd April St George’s Day - 23rd World book night – 23rd April Captivating creatures – 25th April Penguin day – 25th April Passover - 22nd- 30th5	Passover - 22nd- 30th International Dance Day – 29th International Jazz day- 30th World laughter day – 3rd May		International Day of Families – 15th May International Museum day – 18th May	Africa Day – 25th May
Book Focus						
Key vocabulary	Penguin, Egg, Antarctica, Snow, Ice, mummy, baby, fledge, feathers, protect, emperor,	Penguin, Egg, Antarctica, Snow, Ice, mummy, baby, fledge, feathers, protect, emperor,	Polar bear, ice, snow, cubs, fur, white, Arctic, iceberg, hunter.	Polar bear, ice, snow, cubs, fur, white, Arctic, iceberg, hunter.	Wildebeest and Warthog, Spotted Hyena, Lappet-Faced Vulture and Marabou Stork, friendship, animals.	Meerkat, suitcase, mongoose, earthworm, eggs, desert, rainforest, Madagascar, nocturnal, Meerkat mail.
Literacy/ CL  	<p>Paint a picture of a penguin – Mark make to label.</p> <p><i>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.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</i></p> <p><i>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. Use pre-made paints. Can name primary colours. Mix primary colours to appropriate consistency. Can hold a paintbrush in the palm of their hand to create marks. Print with large blocks and larger sponges. Print using a range of materials. Makes marks. Draws circles and lines. Draws faces with features and give meaning to marks. Draws potato people (no neck or body) Children can draw things that they observe. Children can draw simple things from memory.</i></p> <p><i>Links: – UtW - nw, EAD - cm, PD - fms</i></p>	<p>Lifecycle of a penguin.</p> <p><i>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.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore the natural world around them.</i></p> <p><i>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</i></p> <p><i>Describe events in some detail. Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i></p> <p><i>Enjoy listening to longer stories and can remember much of what happened</i></p> <p><i>Links: – UtW - nw</i></p>	<p><i>What do polar bears need to survive?</i></p> <p><i>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. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore the natural world around them.</i></p> <p><i>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</i></p> <p><i>Describe events in some detail. Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i></p> <p><i>Enjoy listening to longer stories and can remember much of what happened</i></p> <p><i>Links: – UtW - nw</i></p>	<p><i>Polar Bear fact file.</i></p> <p><i>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. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore the natural world around them.</i></p> <p><i>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</i></p> <p><i>Describe events in some detail. Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</i></p> <p><i>Enjoy listening to longer stories and can remember much of what happened</i></p> <p><i>Links: – UtW - nw</i></p>	<p>Design and make a postcard – Name writing.</p> <p><i>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.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</i></p> <p><i>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. Use pre-made paints. Can name primary colours. Mix primary colours to appropriate consistency. Can hold a paintbrush in the palm of their hand to create marks. Print with large blocks and larger sponges. Print using a range of materials. Makes marks. Draws circles and lines. Draws faces with features and give meaning to marks. Draws potato people (no neck or body) Children can draw things that they observe. Children can draw simple things from memory.</i></p> <p><i>Links: – UtW - nw</i></p>	

<div>Phonics</div> <div></div>	<div>To develop understanding of alliteration.</div> <div><ul style="list-style-type: none">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</div> <div>Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened 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 independently, for example, singing whilst playing</div>	<div>To listen to sounds at the beginning of words and hear the differences between them.</div> <div><ul style="list-style-type: none">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</div> <div>Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened 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 independently, for example, singing whilst playing</div>	<div>To explore how different sounds are articulated, and to extend understanding of alliteration and to generate words that begin with the same sound as the stimulus word.</div> <div><ul style="list-style-type: none">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</div> <div>Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened 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 independently, for example, singing whilst playing</div>	<div>To develop oral blending and segmenting of sounds in words.</div> <div><ul style="list-style-type: none">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</div> <div>Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened 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 independently, for example, singing whilst playing</div>	<div>To develop oral blending and segmenting of sounds in words.</div> <div><ul style="list-style-type: none">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</div> <div>Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened 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 independently, for example, singing whilst playing</div>	<div>To listen to phonemes within words and to remember them in the order in which they occur.</div> <div><ul style="list-style-type: none">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</div> <div>Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened 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 independently, for example, singing whilst playing</div>
<div>Maths</div>	<div>Composition of 5 5 being the fifth number, its position on a number line, ordinal numbers Numicon 5 Dice 5 Subitising 5 The numeral and formation of 5 Number 5 in the environment Representing 5 using marks, pictures, and finger</div> <div>Matching numeral to quantity Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Recite numbers past 5. • 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’). • Show ‘finger numbers’ up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than’ Can physically partition several things into two groups and can recognise these groups can be recombined to make the same total Can talk</div>	<div>1 more than Children continue to count, subitise and compare as they explore one more.</div> <div>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Subitise. Perceptual subitising – recognise values Subitise objects up to 3 Know that the quantity is the same however it is arranged Know that a group of things changes in quantities when something is added or taken away</div> <div></div>	<div>1 less than Children continue to count, subitise and compare as they explore one more and one less.</div> <div>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Subitise. Perceptual subitising – recognise values Subitise objects up to 3 Know that the quantity is the same however it is arranged Know that a group of things changes in quantities when something is added or taken away</div> <div></div>	<div>2D shapes primary focus in relation shapes should be on the properties of shapes.</div> <div>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Develop spatial awareness: experienci n g different viewpoints Develop spatial vocabulary to describe position and direction e.g. In, on, under, up, down Explores shapes (2D and 3D) and the attributes of shapes through play Begin to show awareness of the properties of shapes, identifying similarities. Use informal and mathematical language to describe them</div> <div></div>	<div>My day Children talk about night and day and order key events in their daily routines, such as waking up, coming to school, dinner, bedtime.</div> <div>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ Links: UtW – pcc, pp PSED – ms, br CL - s</div> <div></div>	<div>Sequencing first, next, then and possibly last.</div> <div>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ Links: CL- s</div>

	<p><i>about the different numbers within a number e.g. There are 5 spots and I can see 4 and a 1</i></p> <div></div>					
PSED	<p>I can tell you about my Family <i>Begin to make sense of their own life-story and family's history</i> <i>Able to say who they are and who they live with Can briefly talk about some of their family members</i></p> <div></div>	<p>I understand how to make friends if I feel lonely <i>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. Shows an interest in other children and/or their play Engages with others through gestures, gaze and talk Plays alongside other children</i></p> <p>Links: CL- s</p> <div></div>	<p>I can tell you some of the things I like about my friends <i>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 social phrases Shows an interest in other children and/or their play Engages with others through gestures, gaze and talk Plays alongside other children</i></p> <div></div>	<p>I can say what to do if someone is mean to me <i>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally Know that they have an opinion and ideas Understands not everyone will always agree Use an adult to support conflict and to find a mutual resolution</i></p> <div></div>	<p>I can use calm me time to manage my feelings <i>• Identify and moderate their own feelings socially and emotionally. 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 Find ways to calm themselves, through being calmed and comforted by their key person Begin to self soothe 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></p> 	<p>I can work together and enjoy being with my friends <i>Play with one or more other children, extending and elaborating play ideas. Build constructive and respectful relationships. Shows an interest in other children and/or their play Engages with others through gestures, gaze and talk Plays alongside other children</i></p> <div></div>
RE	<p>What are stories? <i>Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways</i> <i>Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Begin to talk about examples of own or others' appropriate behaviour Begin to understand how to make appropriate choices and why</i></p> <div></div>	<p>The Lion Inside- What does it teach us <i>• Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others</i> <i>Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Begin to talk about examples of own or others' appropriate behaviour Begin to understand how to make appropriate choices and why</i></p> <p>Links: L – c CL – lau</p> 	<p>The Good Smartian <i>Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others</i> <i>Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Begin to talk about examples of own or others' appropriate behaviour Begin to understand how to make appropriate choices and why</i></p> <div></div>	<p>Feeding the 5000 <i>Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others</i> <i>Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Begin to talk about examples of own or others' appropriate behaviour Begin to understand how to make appropriate choices and why</i></p> <div></div>	<p>How can we help Others 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. <i>Think about the perspectives of others. Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Begin to talk about examples of own or others' appropriate behaviour Begin to understand how to make appropriate choices and why</i></p> <div></div>	<p>How can we be Kind like Jesus Teaches us in Parables <i>Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them Build constructive and respectful relationships</i> <i>Begin to know that there are differences between what people believe Develop positive attitudes about differences between people Begin to talk about examples of own or others' appropriate behaviour Begin to understand how to make appropriate choices and why</i></p> <div></div>
UW	<p><i>Life cycle of an Emperor penguin</i></p> <p><i>Explore the natural world around them. Recognise some environments that are different to the one in which they live. Explore the natural world around them, making observations and drawing pictures of animals and plants. Show an awareness of the life cycle of a butterfly. Explores the natural world around them, making observations and drawing pictures of animals and plants. Can talk about different life cycles.</i></p>	<p>Penguin habitat- why do they live in cold conditions? <i>Explore the natural world around them. Recognise some environments that are different to the one in which they live. Explore the natural world around them, making observations and drawing pictures of animals and plants. Understands the need to respect and care for the natural environment and all living things. Explores the natural world around them, making observations and drawing pictures of animals and plants.</i></p>	<p>Passover – what is it? <i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue developing positive attitudes about the differences between people. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Comments on recent pictures of celebrations in their own life Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas). Knows why religious venues are special and who goes there. Develop positive attitudes about differences between people.</i></p>	<p>Why does ice melt? Science experiment of liquids and solids. <i>Explore the natural world around them. Recognise some environments that are different to the one in which they live. Explore the natural world around them, making observations and drawing pictures of animals and plants. Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore how things work. Talk about the differences between materials and changes they notice. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore the natural world around them, describing what they see, hear and feel whilst</i></p>	<p>Differences in families <i>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. Develop their sense of responsibility and membership of a community. Continue developing positive attitudes about the differences between people. Make connections between the features of their family and other families. Notice differences between people. Name and describe people who are familiar to them and talk about members of immediate family in more detail. Able to discuss different occupations of family members.</i></p>	<p>Following maps and directing a partner around the school playground. <i>Draw information from a simple map. Show resilience and perseverance in the face of challenge. Build constructive and respectful relationships. Discuss routes and locations, using words like 'in front of' and 'behind'. Identify features on a simple map (trees, house, river, mountain) Use maps to locate objects in 'real life'. Draw information from simple maps. Talk about local environments.</i></p> <p>Links: PSED - br CL – la, s</p>

			<div>Can articulate some religious celebrations and being to explain what might happen during these celebrations</div> <div></div>	<div>outside. Talks about differences between materials and changes they notice. Explores the natural world around them, making observations and drawing pictures of animals and plants.</div>	<div>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. Make comparisons between life for children in different countries.</div> <div></div>	
<div>EAD</div> <div>Links: PD - fms</div>	<div>Create a sculpture of a penguin.</div> <div>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.</div> <div>Build simple models using a variety of resources</div> <div>Build models which replicate those in real life using a variety of resources. Manipulates clay (rolls, cuts, squashes, pinches, twist etc.)</div> <div>Makes a model using clay</div>	<div>Make a habitat for your favourite animal from meet the creature day.</div> <div>explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. 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.</div> <div>Use glue sticks and glue spatulas to join independently.</div> <div>Join items with masking tape with support. Join items in a variety of ways independently - masking tape, Sellotape, string, ribbon etc</div> <div>Develop their own ideas and then decide which materials to use to express them. Make informed choices of which material is best to use when junk modelling. Add additional textures to models children can describe as smooth, bumpy, rough, flexible etc</div>	<div>Create and perform a dance to jazz music.</div> <div>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Talk about how music makes them feel. Listen attentively, move to and talk about music, expressing their feelings and responses. Play instruments with increasing control to express their feelings and ideas. Plays instruments in time to music. Learns short routines, beginning to match pace. Beginning to watch dance and art performances. Shares likes and dislikes about dances/performances. Sing in a group or on their own, increasingly matching the pitch and following the melody</div> <div></div>	<div>Ice painting a polar region.</div> <div>Explore colour and colour-mixing. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Beginning to use thin brushes to add detail to paintings. Can hold a paintbrush using a tripod grip Paintings show greater attention to detail. Can independently select additional tools (stampers, rollers etc.) to improve their painting. Create patterns or meaningful pictures when printing. Can hold a paintbrush in the palm of their hand to create marks. Makes marks. Draws circles and lines. Draws faces with features and give meaning to marks. Children can draw simple things from memory. Children begin to draw self-portraits, landscapes, and buildings/cityscapes.</div>	<div>Animal prints and drawings</div> <div>Explore colour and colour-mixing. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Beginning to use thin brushes to add detail to paintings. Can hold a paintbrush using a tripod grip Paintings show greater attention to detail. Can independently select additional tools (stampers, rollers etc.) to improve their painting. Create patterns or meaningful pictures when printing. Can hold a paintbrush in the palm of their hand to create marks. Makes marks. Draws circles and lines. Draws faces with features and give meaning to marks. Children can draw simple things from memory. Children begin to draw self-portraits, landscapes, and buildings/cityscapes.</div>	<div>Design a postcard for the meerkat to send using a range of materials.</div> <div>Explore colour and colour-mixing. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Beginning to use thin brushes to add detail to paintings. Can hold a paintbrush using a tripod grip Paintings show greater attention to detail. Can independently select additional tools (stampers, rollers etc.) to improve their painting. Create patterns or meaningful pictures when printing. Can hold a paintbrush in the palm of their hand to create marks. Makes marks. Draws circles and lines. Draws faces with features and give meaning to marks. Children can draw simple things from memory. Children begin to draw self-portraits, landscapes, and buildings/cityscapes. Draw designs before making models. Begin to add labels to designs Share their creations, explaining the process they have used</div>
<div>Music</div> <div></div>	<div>Listen and Respond: Big Bear Funk by Joanna Mangona: Play the song and find the pulse together. . Explore and Create using voices and instruments: . Find the pulse in different ways</div> <div>Lean to sing: Start to learn to sing Big Bear Funk and respond to the copyback section. Dance during the activity section</div> <div>Share and Perform what has taken place in today’s lesson.</div> <div>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.</div> <div>Listen attentively, move to and talk about music, expressing their feelings and responses</div>	<div>Listen and Respond - I Feel Good by James Brown- Find the pulse together.</div> <div>Explore and Create: Rhythm games (copyback teacher then child-led)</div> <div>Learn to Sing: Revisit activity singing and start playing instruments.</div> <div>Share and Perform ● Share and perhaps perform what has taken place in today’s lesson.</div> <div>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.</div> <div>Listen attentively, move to and talk about music, expressing their feelings and responses</div>	<div>Listen and Respond - Don't You Worry 'Bout A Thing performed by Incognito</div> <div>Explore and Create: Explore pitch by creating your own sounds with voices and instruments (copyback games and riff building leading to improvisation and composition)</div> <div>Learn to sing: Revisit a song from a previous Unit Share and Perform ● Share and perhaps perform what has taken place in today’s lesson.</div> <div>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.</div> <div>Listen attentively, move to and talk about music, expressing their feelings and responses</div> <div>Lays instruments in time to music</div> <div>Learn longer routines, beginning to match pace</div>	<div>Listen and Respond - My Promise by Earth Wind & Fire</div> <div>Explore and Create: . Find the pulse in different ways</div> <div>Learn to sing: Sing Big Bear Funk including the copyback section.</div> <div>Dance during the activity section</div> <div>Share and Perform: ● Share and perhaps perform what has taken place in today’s lesson.</div> <div>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.</div> <div>Listen attentively, move to and talk about music, expressing their feelings and responses</div> <div>Lays instruments in time to music</div> <div>Learn longer routines, beginning to match pace</div> <div>Shares likes and dislikes about dances/performances</div>	<div>Listen and Respond: Superstition by Stevie Wonder.</div> <div>Have fun finding the pulse.</div> <div>Explore and Create: Find the pulse in different ways</div> <div>Learn to sing: Revisit a song from a previous Unit</div> <div>Share and perform: Share and perhaps perform what has taken place in today’s lesson.</div> <div>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.</div> <div>Listen attentively, move to and talk about music, expressing their feelings and responses</div> <div>Lays instruments in time to music</div>	<div>Listen and Respond - Pick Up The Pieces by Average White Band.</div> <div>Have fun finding the pulse.</div> <div>Explore and Create: Explore pitch by creating your own sounds with voices and instruments</div> <div>Learn to sing: Revisit a song from a previous Unit</div> <div>Share and perform: Share and perhaps perform what has taken place in today’s lesson</div> <div>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.</div>

	<i>lays instruments in time to music</i> <i>Learn longer routines, beginning to match pace</i> <i>Shares likes and dislikes about dances/performances</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <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>	<i>lays instruments in time to music</i> <i>Learn longer routines, beginning to match pace</i> <i>Shares likes and dislikes about dances/performances</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <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>	<i>Shares likes and dislikes about dances/performances</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <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>	<i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <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>	<i>Learn longer routines, beginning to match pace</i> <i>Shares likes and dislikes about dances/performances</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <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>	<i>Listen attentively, move to and talk about music, expressing their feelings and responses</i> <i>lays instruments in time to music</i> <i>Learn longer routines, beginning to match pace</i> <i>Shares likes and dislikes about dances/performances</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <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>
<div>PE</div> <div></div>	Athletics-Running, Jumping and throwing Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <i>Begin to perform 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</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 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>	Athletics-Running, Jumping and throwing Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <i>Begin to perform 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</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 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>	Athletics-Running, Jumping and throwing Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <i>Begin to perform 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</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 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>	Athletics-Running, Jumping and throwing Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <i>Begin to perform 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</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 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>	Athletics-Running, Jumping and throwing Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <i>Begin to perform 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</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 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>	Athletics-Running, Jumping and throwing Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <i>Begin to perform 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</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 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>
Characteristics of Effective Learning	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.					