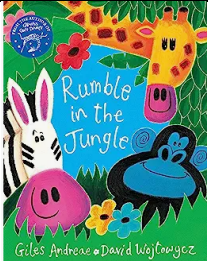
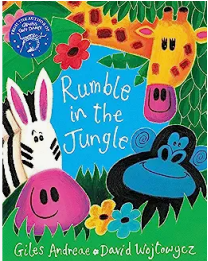
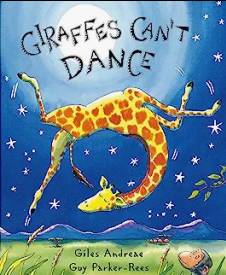
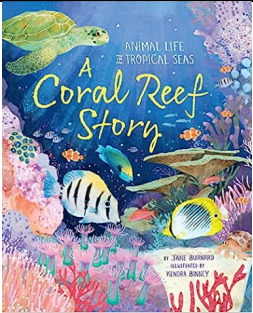

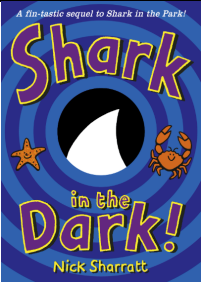
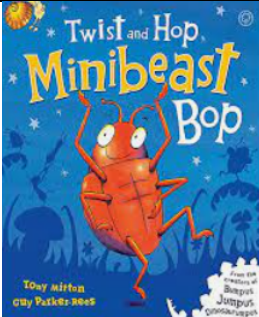




















































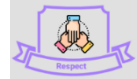








































Where do animals live?	3 rd - 7 th June	10 th – 14 th June	17 th – 21 st June	24 th – 28 th June	1 st – 5 th July	8 th – 12 th July	15 th – 19 th July	22 nd – 26 th July
	World Environmental Day – 5 th June	Kings Official birthday - 15 th Fathers Day – 16t5h June	Eid- 16 th -17 th June Make Music Day – 21 st June Giraffe Day - 21 st June		Joke day -1 st July World chocolate day – 7 th July	Shark Awareness Day – 14 th July		
Book Focus								
Key vocabulary	Jungle, trees, animals ,leaves ,lion, snake, giraffe, Elephant, Hippopotamus, Crocodile, Gorilla,	Jungle, trees, animals ,leaves ,lion, snake, giraffe, Elephant, Hippopotamus, Crocodile, Gorilla,	Giraffe, tall, animal, jungle, dance, difficult, Friendship,	Coral reef, Ocean, sea, water, Shark, Turtles, Parrot Fish, clownfish, Eel, shells, hunt, play, food, survive,	Coral reef, Ocean, sea, water, Shark, Turtles, Parrot Fish, clownfish, Eel, shells, hunt, play, food, survive,	Bedtime, Window, Boy, toy, Sky, Moon, Dark, Great white shark, Yacht, sail, Telescope, Left, Right, Seagull, Ice Cream,	Woods, trees, Minibeast, bop, ants, beetles, shells, snail, sad, worms, wriggle, soft, silky, slugs, slither, slime, Ladybirds, Butterflies, frown, band, dancing, Piano, Guitar, music, boulder, rock, Show, party,	
Literacy/ CL	<p>Which is your favourite Jungle animal and why?</p> <p>Use a wider range of vocabulary.</p> <ul style="list-style-type: none">• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <ul style="list-style-type: none">• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <ul style="list-style-type: none">• Start a conversation with an adult or a friend and continue it for many turns <p>Explore the natural world around them. Articulate their ideas and thoughts in well-formed sentences</p> <p>Show likes and preferences.</p>	<p>Letters/Birthday Cards to the King.</p> <p>Use a wider range of vocabulary.</p> <ul style="list-style-type: none">• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <ul style="list-style-type: none">• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <ul style="list-style-type: none">• Start a conversation with an adult or a friend and continue it for many turns <p>Explore the natural world around them. Articulate their ideas and thoughts in well-formed sentences</p> <p>Show likes and preferences.</p>	<p>Talent show- What are you good at?</p> <ul style="list-style-type: none">• Use a wider range of vocabulary.• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <ul style="list-style-type: none">• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <ul style="list-style-type: none">• Start a conversation with an adult or a friend and continue it for many turns <p>Explore the natural world around them. Articulate their ideas and thoughts in well-formed sentences</p> <p>Show likes and preferences.</p>	<p>How do we care for the ocean? Draw pictures and label/mark make.</p> <ul style="list-style-type: none">• Use a wider range of vocabulary.• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <ul style="list-style-type: none">• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <ul style="list-style-type: none">• Start a conversation with an adult or a friend and continue it for many turns <p>Explore the natural world around them. Articulate their ideas and thoughts in well-formed sentences</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all</p>	<p>Story sequencing</p> <p>Use a wider range of vocabulary.</p> <ul style="list-style-type: none">• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <ul style="list-style-type: none">• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <ul style="list-style-type: none">• Start a conversation with an adult or a friend and continue it for many turns <p>Explore the natural world around them. Articulate their ideas and thoughts in well-formed sentences</p> <p>Demonstrate understanding of what has been read to them by</p>	<p>Rhyming words-match the words that rhyme.</p> <ul style="list-style-type: none">• Use a wider range of vocabulary.• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <ul style="list-style-type: none">• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <ul style="list-style-type: none">• Start a conversation with an adult or a friend and continue it for many turns <p>Explore the natural world around them. Articulate their ideas and thoughts in well-formed sentences</p> <p>Show likes and preferences.</p>	<p>Minibeast Hunt</p> <ul style="list-style-type: none">• Use a wider range of vocabulary.• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <ul style="list-style-type: none">• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <ul style="list-style-type: none">• Start a conversation with an adult or a friend and continue it for many turns <p>Explore the natural world around them. Articulate their ideas and thoughts in well-formed sentences</p> <p>Show likes and preferences.</p> <p>Able to choose what they prefer from a range of activities or resources.</p>	<p>My favourite memories</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <ul style="list-style-type: none">- Use a range of small tools, including scissors, paint brushes and cutlery;- 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. <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <ul style="list-style-type: none">- Read words consistent with their phonic knowledge by sound-blending;- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Write recognisable letters, most of which are correctly formed;</p> <ul style="list-style-type: none">- 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 other

	<p>Able to choose what they prefer from a range of activities or resources.</p> <p>Begin to understand that their choices can be different or the same as their peers. Enjoy listening to longer stories and can remember much of what happened.</p> <p>Understands 'why' questions Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p> <p>Knows many rhymes start and continue a conversation with an adult or friend with many turns. Use longer sentences of 4-6 words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. use talk to organise play: "let's go on a bus... you sit there...I'll be the driver". Use a wide range of vocabulary</p>	<p>Able to choose what they prefer from a range of activities or resources.</p> <p>Begin to understand that their choices can be different or the same as their peers. 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Able to choose what they prefer from a range of activities or resources.</p> <p>Begin to understand that their choices can be different or the same as their peers. Enjoy listening to longer stories and can remember much of what happened.</p> <p>Understands 'why' questions Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p> <p>Knows many rhymes start and continue a conversation with an adult or friend with many turns. Use longer sentences of 4-6 words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. use talk to organise play: "let's go on a bus... you sit there...I'll be the driver". Use a wide range of vocabulary</p> <p>Links: UtW (nw)</p>	<p><i>retelling stories and narratives using their own words and recently introduced vocabulary</i></p> <p>Show likes and preferences. 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Use longer sentences of 4-6 words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. use talk to organise play: "let's go on a bus... you sit there...I'll be the driver". Use a wide range of vocabulary</p>	<p><i>Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly Write short sentences using known lettersound correspond ences Spells Phase 2 and Phase 3 tricky words correctly Say a sentence, write and read it back to check it makes sense Write recognisable letters, most of which are correctly formed Begin to use capital letters, finger spaces and full stops when writing sentences. Re-read what they have written to check that it makes sense.</i></p>
<p>Phonics</p> <p></p> <p></p>	<p>To listen to phonemes within words and to remember them in the order in which they occur.</p> <p>• <i>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</i></p> <p><i>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</i></p> <p><i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for ‘listen’)</i> Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</p> <p><i>Say some of the words in songs and rhymes Join in with songs and</i></p>	<p>To talk about the different phonemes that make up words.</p> <p>• <i>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</i></p> <p><i>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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Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother</i></p> <p><i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for ‘listen’)</i> Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</p>	<p>Teach h, b, f, l</p> <p><i>Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme</i></p> <p><i>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</i></p> <p><i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for ‘listen’)</i> Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</p> <p><i>Say some of the words in songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say</i></p>	<p>Review</p> <p><i>Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme</i></p> <p><i>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</i></p> <p><i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for ‘listen’)</i> Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard</p>

	<i>sources and can talk about sounds heard</i> <i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independe ntly, for example, singing whilst playing</i>	<i>rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independe ntly, for example, singing whilst playing</i>	<i>say rhymes independe ntly, for example, singing whilst playing</i>	<i>rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independe ntly, for example, singing whilst playing</i>	<i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independe ntly, for example, singing whilst playing</i>	<i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independe ntly, for example, singing whilst playing</i>	<i>rhymes independe ntly, for example, singing whilst playing</i>	<i>Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independe ntly, for example, singing whilst playing</i>
Maths	<p>Measuring time - Children explore measuring time</p> <p><i>Make comparisons between objects relating to size, length, weight and capacity. Compare length, weight and capacity.</i></p> <p><i>With teacher support compares some types of measures e.g. can find something shorter than the teacher Show an awareness of comparison in estimating and predicting Compare some types of measures</i></p> <div></div>	<p>Provide opportunities to explore capacity with different materials such as water, sand, rice, and loose parts</p> <p>Initially children should be exposed to the comparison of full, half full, empty using the same container.</p> <p><i>Make comparisons between objects relating to size, length, weight and capacity. Compare length, weight and capacity.</i></p> <p><i>With teacher support compares some types of measures e.g. can find something shorter than the teacher Show an awareness of comparison in estimating and predicting Compare some types of measures</i></p> <p><i>Links: CL(s)</i></p> <div></div>	<p>Positional language</p> <p>Children need opportunities to be exposed to and to use the language of position and direction; Position: ‘in’, ‘on’, ‘under’. Direction: ‘up’, ‘down’, ‘across’</p> <p><i>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</i></p> <p><i>Links: CL(s)</i></p> <div></div>	<p>Positional language</p> <p>Children also need opportunities to use terms which are relative: ‘in front of, ‘behind’, ‘on top of’.</p> <p><i>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</i></p> <p><i>Links: CL(s)</i></p> <div></div>	<p>Recap on number 1 to 5. Representing numbers and matching numeral to quantity</p> <p><i>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. Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value</i></p> <p><i>Solve real world mathematical problems with numbers up to 5. Perceptual subitising – recognise values Subitise objects up to 3 Know that the quantity is the same however it is arranged 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</i></p> <div></div>	<p>Subitising numbers 1 to 5 recap.</p> <p><i>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</i></p> <div></div>	<p>Number blocks episode 6</p> <p>Counting to 6</p> <p>Finding 6 objects</p> <p>Representing 1 on a 6 frame</p> <p>A hexagon – 6 sides shape (including in the environment)</p> <p>6 actions e.g., 6 hops, 6 jumps, 6 claps</p> <p>What is 6 made of?</p> <p>• Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value</p> <p><i>Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers.</i></p> <p><i>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</i></p> <div></div>	Assessment
PSED	<p>I can name parts of the body</p> <p><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p> <p><i>Know that their preferences should be respected by others See themselves as a valuable individual</i></p>	<p>I can tell you some things I can do and foods I can eat to be healthy</p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p> <p><i>Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p>	<p>I understand that we all grow from babies to adults.</p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p> <p><i>Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p>	<p>I can express how I feel about moving to Year 1</p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p> <p><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Understands why changes have been made e.g. lining up at a</i></p>	<p>I can talk about my worries and/or the things I am looking forward to about being in Year 1</p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p> <p><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Understands why changes have been made e.g. lining up at a</i></p>	<p>I can share my memories of the best bits of this year in Reception</p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p> <p><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Understands why changes have been made e.g. lining up at a</i></p>	<p>I can share my memories of the best bits of this year in Reception</p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p> <p><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Understands why changes have been made e.g. lining up at a different door, going to a different room in the school Embraces change as much as consistency e.g. understands it is a ‘special’ event</i></p>	<i>Transition work</i>

		 	 	<i>different door, going to a different room in the school Embraces change as much as consistency e.g. understands it is a ‘special’ event</i>	<i>different door, going to a different room in the school Embraces change as much as consistency e.g. understands it is a ‘special’ event</i> <i>Begin to consider and value other points of view particularly when they are different to their own</i> <i>Talk about their feelings in more elaborated ways i.e. I’m sad because... Feel safe to express a range of feelings and begin to develop an understanding of why they are feeling that way</i>	<i>different door, going to a different room in the school Embraces change as much as consistency e.g. understands it is a ‘special’ event</i> <i>Begin to consider and value other points of view particularly when they are different to their own</i> <i>Talk about their feelings in more elaborated ways i.e. I’m sad because... Feel safe to express a range of feelings and begin to develop an understanding of why they are feeling that way</i>	<i>Begin to consider and value other points of view particularly when they are different to their own</i> <i>Talk about their feelings in more elaborated ways i.e. I’m sad because... Feel safe to express a range of feelings and begin to develop an understanding of why they are feeling that way</i>  	
RE	<p>What Is special to you?</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</i></p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p> <p><i>Begin to consider and value other points of view particularly when they are different to their own</i></p> <p><i>Knows that there are special places of worship</i></p>     	<p>Where is special to you?</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</i></p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p> <p><i>Begin to consider and value other points of view particularly when they are different to their own</i></p> <p><i>Knows that there are special places of worship</i></p>     	<p>What is a special Place</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</i></p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p> <p><i>Begin to consider and value other points of view particularly when they are different to their own</i></p> <p><i>Knows that there are special places of worship</i></p>      	<p>Research special places for different religions</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</i></p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p> <p><i>Begin to consider and value other points of view particularly when they are different to their own</i></p> <p><i>Knows that there are special places of worship</i></p> <p><i>Can name different religious venues – Church, Mosque, Temple and Gurdwara</i></p> <p><i>Knows why religious venues are special and who goes there</i></p> <p><i>Develop positive attitudes about differences between people</i></p> <p><i>Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></p>      	  <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</i></p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p> <p><i>Begin to consider and value other points of view particularly when they are different to their own</i></p> <p><i>Knows that there are special places of worship</i></p> <p><i>Can name different religious venues – Church, Mosque, Temple and Gurdwara</i></p> <p><i>Knows why religious venues are special and who goes there</i></p> <p><i>Develop positive attitudes about differences between people</i></p> <p><i>Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></p>      	  <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</i></p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p> <p><i>Begin to consider and value other points of view particularly when they are different to their own</i></p> <p><i>Knows that there are special places of worship</i></p> <p><i>Can name different religious venues – Church, Mosque, Temple and Gurdwara</i></p> <p><i>Knows why religious venues are special and who goes there</i></p> <p><i>Develop positive attitudes about differences between people</i></p> <p><i>Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></p>      	<p>Draw/Paint places of worship.</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</i></p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p> <p><i>Begin to consider and value other points of view particularly when they are different to their own</i></p> <p><i>Knows that there are special places of worship</i></p> <p><i>Can name different religious venues – Church, Mosque, Temple and Gurdwara</i></p> <p><i>Knows why religious venues are special and who goes there</i></p> <p><i>Develop positive attitudes about differences between people</i></p> <p><i>Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></p>    	

UW	<p>How to look after our environment</p> <p>Develop their sense of responsibility and membership of a community. 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. Explore the natural world around them. Talk about local environments. Talk about what they see in their environment (school/home). Knows the type of house they live in (bungalow, flat, house etc).</p> <div></div>	<p>All about King Charles II</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Comment on images of familiar situations in the past. Talk about members of their immediate family and community. Compare and contrast characters from stories, including figures from the past. Talk about the lives of the people around them and their roles in society.</p> <div></div>	<p>Who celebrates Eid and what is it?</p> <p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Continue developing positive attitudes about the differences between people. Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) Can name different religious venues – Church, Mosque, Temple and Gurdwara Knows why religious venues are special and who goes there Develop positive attitudes about differences between people. Can articulate some religious celebrations and being to explain what might happen during these celebrations.</p> <div></div>	<p>What lives in a coral reef?</p> <p>Develop their sense of responsibility and membership of a community. 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. Explore the natural world around them. Recognise some environments that are different to the one in which they live Use pictures to compare and contrast environments around the world</p> <div></div>	<p>Observations of the coral reef – use sense to describe</p> <p>Develop their sense of responsibility and membership of a community. 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. Explore the natural world around them. Recognise some environments that are different to the one in which they live Use pictures to compare and contrast environments around the world.</p> <div></div>	<p>All about Sharks</p> <p>Develop their sense of responsibility and membership of a community. 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. Explore the natural world around them. Recognise some environments that are different to the one in which they live Use pictures to compare and contrast environments around the world</p> <div></div>	<p>Where do minibeast live?</p> <p>Develop their sense of responsibility and membership of a community. 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. Explore the natural world around them. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise some environments that are different to the one in which they live Use pictures to compare and contrast environments around the world</p> <div></div>	<p>My favourite memories of this year</p> <p>Notice differences between people. Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <div></div>
EAD	<p>Paint a picture of your favourite jungle animal</p> <p>Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 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. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms, in their products. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>	<p>Father’s day card making</p> <p>Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Join different materials and explore different textures. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms, in their products. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>	<p>Make your own musical instrument.</p> <p>Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore a range of sound-makers and instruments and play them in different ways. Join different materials and explore different textures. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms, in their products. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and,</p>	<p>Create a coral reef – printing with different materials.</p> <p>Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Join different materials and explore different textures. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms, in their products. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate,</p>	<p>Chocolate lollipop making. Joke festival.</p> <p>Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms, in their products. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking,</p>	<p>Salt dough shark teeth</p> <p>Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms, in their products. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing,</p>	<p>Build a bug hotel</p> <p>Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Join different materials and explore different textures. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms, in their products. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <div></div>	<p>End of year assembly</p>

	<p>functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>  <p><i>Links: PD (fms)</i></p>		<p>where appropriate, information and communication technology.</p> 	<p>information and communication technology. <i>Links: UtW (nw)</i></p> 	<p>drawing, templates, mock-ups and, where appropriate, information and communication technology. <i>Links: CL(s)</i></p>	<p>templates, mock-ups and, where appropriate, information and communication technology. <i>Links: PD (fms)</i></p>		
<p>Music</p>  	<p>Listen and Appraise (Reflect and Rewind) Listen and Appraise - William Tell Overture by Rossini (Romantic period) Rewind and Listen Out! Celebration by Kool And The Gang. A listening activity to remember songs, instruments and their sounds. Musical Activities (Reflect, Rewind and Replay) Compose with the Song Big Bear Funk Perform and Share (Replay) ● Prepare for a performance of nursery rhymes, songs and activities from the year. <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></p>	<p>Listen and Appraise (Reflect and Rewind) Listen and Appraise - Dance Of The Sugar Plum Fairy by Tchaikovsky (the Romantic period) Rewind and Listen Out! Ganesh Is Fresh by MC Yogi. A listening activity to remember songs, instruments and their sounds. 2. Musical Activities (Reflect, Rewind and Replay) The Language of Music - Music has its own language which you will get familiar with over time. Watch the cartoons and videos to embed your learning . Perform and Share ● Prepare for a performance of nursery rhymes, songs and activities from the year. <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></p>	<p>. Listen and Appraise (Reflect and Rewind) ●Listen and Appraise - Flight Of The Bumblebee by Rimsky-Korsakov 2. Musical Activities (Reflect, Rewind and Replay) Rewind and Replay (Revision) - revisit songs from the year. Perform and Share (Replay) ● Prepare for a performance of nursery rhymes, songs and activities from the year <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></p>	<p>Listen and Appraise (recognising basic style indicators) Listen and Appraise - Jupiter, The Bringer Of Jollity by Gustav Holst (Early 20th Century) Musical Activities (Reflect, Rewind and Replay) ● Compose with the Song Incy Wincy Spider Perform and Share (Replay) ● Prepare for a performance of nursery rhymes, songs and activities from the year. <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></p>	<p>Listen and Appraise (Reflect and Rewind) Listen and Appraise - Fantasia On A Theme By Thomas Tallis by Ralph Vaughan Williams (early 20th Century) ● Rewind and Listen Out! Frogs’ Legs and Dragons’ Teeth by Bellowhead. A listening activity to remember songs, instruments and their sounds. Musical Activities (Reflect, Rewind and Replay) ● Compose with the Song Rock-A-Bye Baby . Perform and Share (Replay) ● Prepare for a performance of nursery rhymes, songs and activities from the year. <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</i></p>	<p>Listen and Appraise (Reflect and Rewind) ● Listen and Appraise - E.T. Flying Theme by John Williams (Contemporary film music) ● Rewind and Listen Out! I Feel Good by James Brown. A listening activity to remember songs, instruments and their sounds . Musical Activities (Reflect, Rewind and Replay) The Language of Music - Music has its own language which you will get familiar with over time. Watch the cartoons and videos to embed your learning . Perform and Share (Replay) ● Prepare for a performance of nursery rhymes, songs and activities from the year. <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></p>	<p>Pick and Mix week -Listen and Appraise</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Sing and revisit nursery rhymes and action songs</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p> <p><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. 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PE	<div></div>	Games-Tag Games, Dodgeball, Running Games, Teamwork. 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>Catching ball in both hands while moving. Extends bent arms forward. Moves towards ball as it is caught. Brings ball close to body</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit the ball towards a target</i> <i>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</i>	Games-Tag Games, Dodgeball, Running Games, Teamwork. 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>Catching ball in both hands while moving. Extends bent arms forward. Moves towards ball as it is caught. Brings ball close to body</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit the ball towards a target</i> <i>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</i>	Games-Tag Games, Dodgeball, Running Games, Teamwork. 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>Catching ball in both hands while moving. Extends bent arms forward. Moves towards ball as it is caught. Brings ball close to body</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit the ball towards a target</i> <i>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</i>	Games-Tag Games, Dodgeball, Running Games, Teamwork. 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>Catching ball in both hands while moving. Extends bent arms forward. Moves towards ball as it is caught. Brings ball close to body</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit the ball towards a target</i> <i>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</i>	Games-Tag Games, Dodgeball, Running Games, Teamwork. 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>Catching ball in both hands while moving. Extends bent arms forward. Moves towards ball as it is caught. Brings ball close to body</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit the ball towards a target</i> <i>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</i>	Games-Tag Games, Dodgeball, Running Games, Teamwork. 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>Catching ball in both hands while moving. Extends bent arms forward. Moves towards ball as it is caught. Brings ball close to body</i> <i>Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit the ball towards a target</i> <i>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</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.							