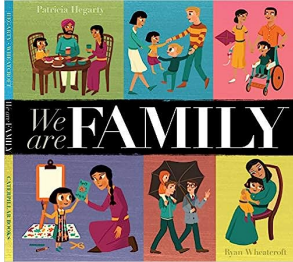
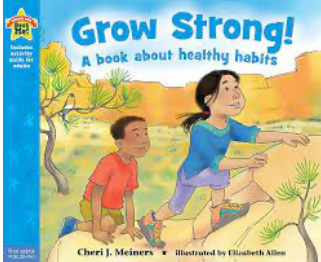





































































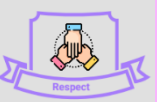



















Why are we different?	4 th -8 th September	11 th -15 th September	18 th -22 nd September	25 th -29 th September	2 nd – 6 th October- Harvest Festival	9 th – 13 th October	16 th -20 th October
	Zero waste week Read a book day – 6 th International literacy day – 8 th	Roald Dahl story day 13 th	Read an ebook day – 18 th Talk like a pirate day – 19 th U.N International day of peace – 21 st International day of sign language – 23 rd		Black History month 1 st -31 st The big draw festival Dyslexia week	World space week 4 th – 10 th	World singing day – 21 st October
Book Focus	This is me 	My Family and home 	Worry monster 	Healthy me 	Harvest festival 	Friendships 	Teambuilding 
Key vocabulary	Me, like, eyes, nose, mouth, hair	Family, Home, Mum, Dad, brother, sister, aunt, uncle, cousin, Grandma, Grandad , House, Home, Kitchen, bedroom, Living Room, Garden, Bathroom	Like, happy, sad, angry, upset, worry, help.	Healthy, unhealthy, strong, bodies, grow, water, sleep.	Harvest, festival, Fruit, Scarecrow, field, bread, tractor, celebrate	Share, friends, kind, help.	Together, team, help, share
Literacy/ CL	<p>What do you look like. Look in the mirror what do you see? What do you like to do.</p> <p><i>Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></p> <p>• Talk about members of their immediate family and community. • Name and describe people who are familiar to them.</p> <p><i>Articulate their ideas and thoughts in well-formed sentences</i></p> <p><i>Invented spelling – write the first and last letter/ sound which signifies the whole word</i></p> <p><i>Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d</i></p> <p><i>Articulate ideas and thoughts in well formed sentences</i></p> <p>Marks including more complex pre-writing shapes More detailed representations of people Detailed pictures of other objects using shapes More detailed representations of multiple objects</p> 	<p>Talk about who is in your Family. Can you draw them?</p> <p><i>Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></p> <p>• Talk about members of their immediate family and community. • Name and describe people who are familiar to them.</p> <p><i>Articulate their ideas and thoughts in well-formed sentences</i></p> <p><i>Invented spelling – write the first and last letter/ sound which signifies the whole word</i></p> <p><i>Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d</i></p> <p><i>Articulate ideas and thoughts in well formed sentences</i></p> <p>Marks including more complex pre-writing shapes More detailed representations of people Detailed pictures of other objects using shapes More detailed representations of multiple objects</p> 	<p>Match the feelings and faces.</p> <p><i>See themselves as a valuable individual</i></p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></p> <p><i>Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p><i>Invented spelling – write the first and last letter/ sound which signifies the whole word</i></p> <p><i>Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d</i></p> <p><i>Articulate ideas and thoughts in well formed sentences</i></p> <p><i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'c' for W carrot</i></p> <p><i>invented spelling – write the first and last letter/ sound which signifies the whole word</i></p> <p><i>Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters</i></p> 	<p>Design a healthy lunch.</p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></p> <p><i>Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p><i>Understand the effect of changing seasons on the natural world around them</i></p> <p><i>Invented spelling – write the first and last letter/ sound which signifies the whole word</i></p> <p><i>Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d</i></p> <p><i>Articulate ideas and thoughts in well formed sentences</i></p> <p>Marks including more complex pre-writing shapes More detailed representations of people Detailed pictures of other objects using shapes More detailed representations of multiple objects Articulate ideas and thoughts in well formed sentences</p> 	<p>Taste testing vegetables that are harvested. Which do you like the best?</p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></p> <p><i>Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p><i>Understand the effect of changing seasons on the natural world around them</i></p> <p><i>Invented spelling – write the first and last letter/ sound which signifies the whole word</i></p> <p><i>Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d</i></p> <p><i>Articulate ideas and thoughts in well formed sentences</i></p> <p>Marks including more complex pre-writing shapes More detailed representation of people Detailed pictures of other objects using shapes More detailed representations of multiple objects Articulate ideas and thoughts in well formed sentences</p> 	<p>Paint a new friend you have made.</p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></p> <p><i>Form lower-case and capital letters correctly.</i></p> <p><i>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.</i></p> <p>Marks including more complex pre-writing shapes More detailed representations of people Detailed pictures of other objects using shapes More detailed representations of multiple objects Articulate ideas and thoughts in well formed sentences</p> <p><i>Use glue sticks and glue spatulas to join independently</i></p> <p><i>Develop their own ideas and then decide which materials to use to express them</i></p> <p><i>Draws people with increasing detail (bodies with limbs and additional features)</i></p> 	<p>Turn taking activities in pairs. Focus on communication.</p> <p><i>See themselves as a valuable individual</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills. 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.</i></p> <p><i>Begin to show an awareness of other children's feelings for e.g. when happy/sad/ angry</i></p> <p><i>Understand that there are different ways to respond to experiences, activities and resources</i></p> <p><i>Notice and ask questions about differences, such as: skin colour, gender, special needs etc</i></p> <p><i>Know that they have an opinion and ideas</i></p> <p><i>Understands not everyone will always agree</i></p> <p><i>Use an adult to support conflict and to find a mutual resolution</i></p>   

Phonics		<p>Phase 1 Aspect 1 General sound discrimination- Environmental Sounds. Intent: Getting to know you week, Learning to listen and follow instructions. <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> <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> <div></div>	<p>Phase 1 Aspect 1 Environmental Sounds Tuning into sounds (auditory discrimination). Intent: To develop children’s listening skills and awareness of sounds in the environment. <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> <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> <div></div>	<p>Phase 1 Aspect 1 Environmental Sounds Tuning into sounds (auditory discrimination). Intent: To develop children’s listening skills and awareness of sounds in the environment. <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> <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> <div></div>	<p>Phase 1 Aspect 1 Environmental Sounds Listening and remembering sounds (auditory memory and sequencing). Intent: Further development of vocabulary and children’s identification and recollection of the difference between sounds. <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> <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> <div></div>	<p>Phase 1 Aspect 1 Environmental Sounds Listening and remembering sounds (auditory memory and sequencing). Intent: Further development of vocabulary and children’s identification and recollection of the difference between sounds. <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> <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> <div></div>	<p>Phase 1 Aspect Environmental sounds Talking about sounds (developing vocabulary and language comprehension). Intent: To make up simple sentences and talk in greater detail about sounds. <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> <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> <div></div>
Maths		<p>To recognise colours. To name colours. • Notice patterns and arrange things in patterns Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. Talk about and identify the patterns around them</p> <div></div>	<p>To participate in number songs up to 5. Take part in finger rhymes with numbers. • 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. Say number words in sequence (initially 5, then 10 and then extending to larger numbers) Count using 1:1 correspondence</p> <div></div>	<p>To match objects that the same. Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. Make comparisons between objects relating to size, length, weight and capacity. Compare collections and begin to talk about which group has more Identify groups with the same number of things</p> <div></div>	<p>To say why an object is different. Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. Make comparisons between objects relating to size, length, weight and capacity. Compare collections and begin to talk about which group has more Identify groups with the same number of things</p> <div></div>	<p>To sort objects into groups. Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. Make comparisons between objects relating to size, length, weight and capacity. Can physically partition several things into two groups and can recognise these groups can be recombined to make the same total</p> <div></div>	<p>To sort objects in different ways. Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. Make comparisons between objects relating to size, length, weight and capacity. Can physically partition several things into two groups and can recognise these groups can be recombined to make the same total</p> <div></div>
PSED		<p>I understand how it feels to belong and that we are similar and different Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on Develop their sense of responsibility and membership of a community. Understand gradually how others might be feeling. Show likes and preferences Able to choose what they prefer from a range of activities or resources Begin to understand that their choices can be different or the same as their peers</p>	<p>I understand how feeling happy and sad can be expressed Be increasingly able to talk about and manage their emotions. Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. 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</p>	<p>I can work together and consider other people’s feelings about and manage their emotions. Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. 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</p>	<p>I can use gentle hands and understand that it is good to be kind to people 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. Begin to show an awareness of other children’s feelings for e.g. when happy/sad/ angry Understand that there are different ways to respond to experiences, activities and resources Notice and ask questions about differences, such as: skin colour, gender, special needs etc</p>	<p>I am starting to understand children’s rights and this means we should all be allowed to learn and play 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. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. Think about the perspectives of others. Begin to show an awareness of other children’s feelings for e.g. when happy/sad/ angry Understand that there are different</p>	<p>I am learning what being responsible means Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. Understands boundaries Begins to follow rules and routines but uses other children or adults for prompts Begins to predict routines</p>

		 	 	<p><i>Begin to show an awareness of other children’s feelings for e.g. when happy/sad/ angry Understand that there are different ways to respond to experiences, activities and resources</i></p>     	<p><i>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>      	<p><i>ways to respond to experiences, activities and resources Notice and ask questions about differences, such as: skin colour, gender, special needs etc</i></p> <p><i>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> <p><i>Plays alongside other children</i></p>   	  
RE	   	<p>What makes me Special?</p> <p><i>See themselves as a valuable individual.</i></p> <p><i>Talk about members of their immediate family and community. • Name and describe people who are familiar to them.</i></p> <p><i>Comments on recent pictures of celebrations in their own life e.g. “This was me celebrating Diwali” Comments on images of familiar experiences (holidays, visiting the park and going to the dentist)</i></p> <p><i>Develop positive attitudes about differences between people</i></p>	<p>Who is Special to me</p> <p><i>Talk about members of their immediate family and community. • Name and describe people who are familiar to them.</i></p> <p><i>Understand that some places are special to members of their community.</i></p> <p><i>Comments on recent pictures of celebrations in their own life e.g. “This was me celebrating Diwali” Comments on images of familiar experiences (holidays, visiting the park and going to the dentist)</i></p> <p><i>Develop positive attitudes about differences between people</i></p>	<p>Where is Special to you and why?</p> <p><i>Understand that some places are special to members of their community.</i></p> <p><i>Comments on recent pictures of celebrations in their own life e.g. “This was me celebrating Diwali” Comments on images of familiar experiences (holidays, visiting the park and going to the dentist)</i></p> <p><i>Develop positive attitudes about differences between people</i></p>	<p>Explore why a Church is Special to Christians.</p> <p><i>Understand that some places are special to members of their community.</i></p> <p><i>Comments on recent pictures of celebrations in their own life e.g. “This was me celebrating Diwali” Comments on images of familiar experiences (holidays, visiting the park and going to the dentist)</i></p> <p><i>Develop positive attitudes about differences between people</i></p> <p><i>Can name different religious venues – Church, Mosque, Temple and Gurdwara</i></p>	<p>Harvest Assembly</p> <p><i>Explore the natural world around them. Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody</i></p> <p><i>Explore and engage in music making and dance, performing solo or in groups.</i></p> <p><i>Comments on recent pictures of celebrations in their own life e.g. “This was me celebrating Diwali” Comments on images of familiar experiences (holidays, visiting the park and going to the dentist)</i></p> <p><i>Develop positive attitudes about differences between people</i></p> <p><i>Can name different religious venues – Church, Mosque, Temple and Gurdwara</i></p>	
UW	<p>Getting to know you. What do you like?</p> <p><i>See themselves as a valuable individual.</i></p> <p><i>Talk about members of their immediate family and community. • Name and describe people who are familiar to them.</i></p> <p><i>Comments on recent pictures of celebrations in their own life e.g. “This was me celebrating Diwali” Comments on images of familiar experiences (holidays, visiting the park and going to the dentist)</i></p> <p><i>Develop positive attitudes about differences between people</i></p> 	<p>Who lives in your house? What do they like to do?</p> <p><i>Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p><i>Recognise some environments that are different to the one in which they live.</i></p> <p><i>Identify features on a simple map (trees, house, river, mountain) Use maps to locate objects in ‘real life’</i></p> <p><i>nows that they live in the UK and can name as least 1 other country</i></p> <p><i>Knows that different countries have different homes</i></p> <p><i>Talk about local environments</i></p> <p><i>Recognise some environments that are different to the one in which they live</i></p> 	<p>Who can we talk to at school if we feel sad?</p> <p><i>See themselves as a valuable individual.</i></p> <p><i>Talk about members of their immediate family and community. • Name and describe people who are familiar to them.</i></p> <p><i>Comments on recent pictures of celebrations in their own life e.g. “This was me celebrating Diwali” Comments on images of familiar experiences (holidays, visiting the park and going to the dentist)</i></p> <p><i>Develop positive attitudes about differences between people</i></p> 	<p>Grouping healthy and unhealthy foods.</p> <p><i>Notice patterns and arrange things in patterns</i></p> <p><i>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</i></p> <p><i>Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</i></p> <p><i>Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.</i></p> <p><i>Make comparisons between objects relating to size, length, weight and capacity.</i></p> <p><i>Can physically partition several things into two groups and can recognise these groups can be recombined to make the same total</i></p> 	<p>Grow our own vegetables</p> <p><i>Explore the natural world around them. • Describe what they see, hear and feel whilst outside</i></p> <p><i>Understand the effect of changing seasons on the natural world around them.</i></p> <p><i>Talk about local environments Recognise some environments that are different to the one in which they live</i></p> <p><i>Explore the natural world around them, describing what they see, hear and feel whilst outside</i></p>  	<p>Do you like the same things as your friends?</p> <p><i>Create collaboratively, sharing ideas, resources and skills. 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.</i></p> <p><i>Begin to show an awareness of other children’s feelings for e.g. when happy/sad/ angry</i></p> <p><i>Understand that there are different ways to respond to experiences, activities and resources Notice and ask questions about differences, such as: skin colour, gender, special needs etc</i></p> <p><i>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>   	<p>Exploring games and toys from the past.</p>
EAD	<p>Self -portrait</p> <p><i>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</i></p>	<p>Pictures of family members.</p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i></p> <p><i>Suggested tools: pencils for drawing</i></p>	<p>Collage a worry monster</p> <p><i>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</i></p>	<p>Make a fruit kebab</p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing,</i></p>	<p>Harvest festival assembly.</p> <p>• Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their</p>	<p>Friendship bracelet making with shell. Why have you chosen to share this with your friend?</p>	<p>Make your own game.</p> <p><i>Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. Develop their sense of</i></p>

	<p>represent them. • Create collaboratively, sharing ideas, resources and skills. <i>Draws people with increasing detail (bodies with limbs and additional features)</i> <i>children begin to draw self-portraits, landscapes and buildings/cityscapes</i></p>  <p>Generate</p>	<p>and writing, paintbrushes, scissors, knives, forks and spoons. Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. Talk about members of their immediate family and community. • Name and describe people who are familiar to them. Articulate their ideas and thoughts in well-formed sentences 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. <i>Use glue sticks and glue spatulas to join independently</i> <i>Join items with masking tape with support</i> <i>Develop their own ideas and then decide which materials to use to express them</i> <i>Create patterns or meaningful pictures when printing</i></p>	<p>represent them. • Create collaboratively, sharing ideas, resources and skills. <i>Use glue sticks and glue spatulas to join independently</i> <i>Join items with masking tape with support</i> <i>Develop their own ideas and then decide which materials to use to express them</i></p>  <p>Enquire</p>	<p>paintbrushes, scissors, knives, forks and spoons. Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. <i>Understands boundaries Begins to follow rules and routines but uses other children or adults for prompts Begins to predict routines</i></p>  <p>Generate</p>	<p>feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups sing the pitch of a tone sung by another person ('pitch match') Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>	<p>Articulate their ideas and thoughts in well-formed sentences 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. <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i> <i>Begin to show an awareness of other children's feelings for e.g. when happy/sad/ angry</i> <i>Understand that there are different ways to respond to experiences, activities and resources</i></p>  <p>Together</p>	<p>responsibility and membership of a community Play with one or more other children, extending and elaborating play ideas, Create collaboratively, sharing ideas, resources and skills. <i>Understands boundaries Begins to follow rules and routines but uses other children or adults for prompts</i> <i>Begins to predict routines</i> <i>Begin to show an awareness of other children's feelings for e.g. when happy/sad/ angry</i> <i>Understand that there are different ways to respond to experiences, activities and resources</i></p> 
<p>Music</p>   	<p>Baseline</p>	<p>Listen and Respond - Happy by Pharrell Williams: Play the song. Have fun finding the pulse together. Explore and Create Using Voices: Copycat rhythm games Sing: Listen to, then learn to sing 1,2,3,4,5 Share and Perform: What has been learnt in the lesson <i>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. Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions</i> <i>Beginning to watch dance and art performances</i> <i>Remember and sing nursery rhymes</i> <i>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</i> <i>Create their own songs or improvise a song around</i></p>	<p>Listen and Respond: Sing by The Carpenters Explore and Create Using Voices: High and low games (pitch) Sing: Listen to or sing along with the action song Name Song Share and Perform; Share and perhaps perform what has taken place in today's lesson <i>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. 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Explore and Create Using Voices: Using the Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man, Name Song or Things for Fingers games track, find the pulse in different ways Sing: Listen to or sing along with the action song Name Song Share and Perform; Share and perhaps perform what has taken place in today's lesson <i>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. 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Explore and Create Using Voices: Copycat rhythm games Sing: Listen to then learn to sing a nursery rhyme. s Options: Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man, Five Little Ducks Share and Perform; Share and perhaps perform what has taken place in today's lesson <i>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. 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Explore and Create Using Voices Listen to or sing along with the action song Things or fingers Share and Perform; Share and perhaps perform what has taken place in today's lesson <i>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. Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions</i> <i>Beginning to watch dance and art performances</i> <i>Remember and sing nursery rhymes</i> <i>Sing the melodic shape (moving</i></p>	<p>Recap week</p>

			<i>own songs or improvise a song around one they know</i>	<i>Remember and sing nursery rhymes 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</i>	<i>songs Create their own songs or improvise a song around one they know</i>	<i>melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know</i>	
PE	<p>Movement, Space, Turning, Balance, Jumping, Throwing, Catching, Skipping, Hopping</p> <p><i>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace</i></p> <p><i>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball..</i></p> <p><i>Hop forwards over a line with preferred leg and land safely Once established on dominant leg practise on nondominant leg Alternate legs when hopping on the spot and land safely</i></p> <p><i>Jump backwards and sideways with feet together landing safely Begin to perform different types of jumps landing safely. Jump on the spot moving from feet together to feet apart</i></p> <p><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></p>	<p>Movement, Space, Turning, Balance, Jumping, Throwing, Catching, Skipping, Hopping</p> <p><i>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace</i></p> <p><i>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball..</i></p> <p><i>Hop forwards over a line with preferred leg and land safely Once established on dominant leg practise on nondominant leg Alternate legs when hopping on the spot and land safely</i></p> <p><i>Jump backwards and sideways with feet together landing safely Begin to perform different types of jumps landing safely. 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Characteristics of Effective Learning	<p>The Foundation Stage the curriculum is delivered to develop the behaviours outlined in the Characteristics of Effective Learning. The behaviours in the characteristics of Effective Learning are grouped into three strands. The strands of the characteristics of effective learning are related to key themes in early childhood development they are</p> <ul style="list-style-type: none">• 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. <p>The characteristics of Effective Learning focus on the process rather than the outcome. They enable children to approach opportunities with curiosity, energy and enthusiasm. Effective learning must be purposeful to a child, allowing them to practice and apply newly learnt skills in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p>						