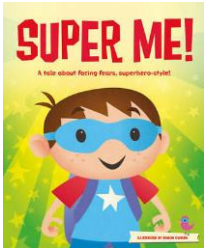

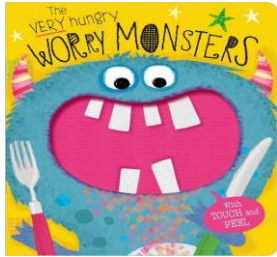
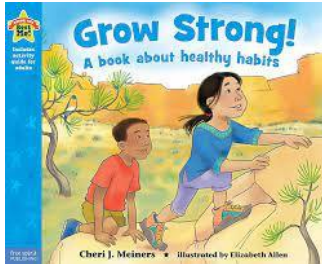

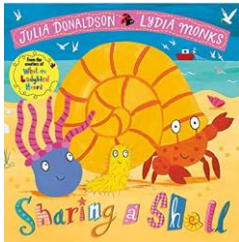
















































































	4 <sup>th</sup> -8 <sup>thnd</sup> September	11 <sup>th</sup> -15 <sup>th</sup> September	18 <sup>th</sup> -22 <sup>nd</sup> September	25 <sup>th</sup> -29 <sup>th</sup> September	2 <sup>nd</sup> – 6 <sup>th</sup> October- Harvest Festival	9 <sup>th</sup> – 13 <sup>th</sup> October	16 <sup>th</sup> -20 <sup>th</sup> October
	Zero waste week Read a book day – 6 <sup>th</sup> International literacy day – 8 <sup>th</sup>	Roald Dahl story day 13 <sup>th</sup>	Read an ebook day – 18 <sup>th</sup> Talk like a pirate day – 19 <sup>th</sup> U.N International day of peace – 21 <sup>st</sup> International day of sign language – 23 <sup>rd</sup>		Black History month 1 <sup>st</sup> -31 <sup>st</sup> The big draw festival Dyslexia week	World space week 4 <sup>th</sup> – 10 <sup>th</sup>	World singing day – 21 <sup>st</sup> October
Book Focus	This is me 	My Family and home 	Worry monster 	Healthy me 	Harvest festival 	Friendships 	Teambuilding 
Key vocabulary	Me, special, favourite, like, dislike, colours, eyes, nose, mouth, hair	myself, family, Home, Special, similar, different, feelings, important, Family Tree, Mum, Dad, brother, sister, aunt, uncle, cousin, Grandma, Grandad , House, Home, building, family, friendship, special, place, Kitchen, bedroom, Living Room, Garden, Hallway, Bathroom,	Like, Dislike, special, feelings, happy, sad, angry, upset, important, Family,	Healthy, unhealthy, balanced, diet, strong, bodies, exercise, strength, grow, diet	Harvest, festival, Fruit, Scarecrow, crop, field, wheat bread, tractor, pumpkin, plough, celebrate,	Share, friendship, kindness, groups, help, positive, praise	Together, team, working, communicate, instructions, help, share
Literacy/ CL	What makes you special? Portrait of self using the correct colours. Talking about likes and dislikes/ hobbies. <i>Talk about members of their immediate family and community Name and describe people who are familiar to them.</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>See themselves as a valuable individual.</i> <i>Identify and moderate their own feelings socially and emotionally.</i> <i>Use one-handed tools and equipment, for example, making snips in paper with scissors.</i> <i>• Use a comfortable grip with good control when holding pens and pencils.</i> <i>• Show a preference for a dominant hand</i> <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i> <i>Talk about members of their immediate family and community.</i> <i>Express ideas and feelings about Experiences using full sentences.</i> <i>Marks Including more</i> <i>Complex pre-writing shapes</i>	Talk about who is in your Family. Create a family tree Draw and Label using initial sounds <i>Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.</i> <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i> <i>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i> <i>• Talk about members of their immediate family and community. • Name and describe people who are familiar to them.</i> <i>Articulate their ideas and thoughts in well-formed sentences</i> <i>Invented spelling – write the first and last letter/ sound which signifies the whole word</i> <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> <i>Articulate ideas and thoughts in well formed sentences</i>	List writing- Likes and dislikes <i>See themselves as a valuable individual</i> <i>See themselves as a valuable individual</i> <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i> <i>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i> <i>Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.</i> <i>Invented spelling – write the first and last letter/ sound which signifies the whole word</i> <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> <i>Articulate ideas and thoughts in well formed sentences</i> <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>	Balanced diet- healthy and unhealthy. Grouping foods and creating a meal. <i>Manage their own needs.- Personal hygiene</i> <i>Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian</i> <i>Begin to understand how to make Appropriate choices and why</i> <i>Understand the importance of healthy choices</i> 	Instructions for growing our own vegetables <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> <i>Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.</i> <i>Understand the effect of changing seasons on the natural world around them</i> <i>Invented spelling – write the first and last letter/ sound which signifies the whole word</i> <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> <i>Articulate ideas and thoughts in well formed sentences</i> <i>Marks including more complex pre-writing shapes</i> <i>More detailed representations of people</i> <i>Detailed pictures of other objects using shapes</i> <i>More detailed representations of multiple objects</i>	Who is my friend. Discussion about what makes a good friend. Positive messages about our friends. Class creation of a friendship garden. <i>See themselves as a valuable individual.</i> <i>Build constructive and respectful relationships.</i> <i>Express their feelings and consider the feelings of others.</i> <i>Identify and moderate their own feelings socially and emotionally.</i> <i>Think about the perspectives of others.</i> <i>Articulate their ideas and thoughts in well-formed sentences</i> <i>Create collaboratively, sharing ideas, resources and skills.</i> <i>Plays with one or more children in shared play but may dip in and out</i> <i>Plays with one or more children, extending and elaborating play ideas</i> <i>Understands who their friends are and what they need to do to sustain that friendship.</i>	CLL focus on communication and teambuilding games. Following and giving instructions. <i>See themselves as a valuable individual.</i> <i>Build constructive and respectful relationships.</i> <i>Express their feelings and consider the feelings of others.</i> <i>Identify and moderate their own feelings socially and emotionally.</i> <i>Think about the perspectives of others.</i> <i>Articulate their ideas and thoughts in well-formed sentences</i> <i>Create collaboratively, sharing ideas, resources and skills.</i> <i>Plays with one or more children in shared play but may dip in and out</i> <i>Plays with one or more children, extending and elaborating play ideas</i> <i>Understands who their friends are and what they need to do to sustain that friendship.</i> <i>Begin to support a</i>












	<p>More detailed representations of People. Detailed pictures of other objects Using shapes More detailed representations of Multiple objects Show a preference for a dominant hand Can briefly talk about some of their family members Can talk about past and upcoming events with their immediate family, Name and describe people who are familiar to them and talk about members of immediate family in more detail Draws people with increasing detail (bodies with limbs and additional features) Children begin to draw self-portraits, landscapes and buildings/cityscapes Articulate ideas and thoughts in Well formed sentences</p> 	<p>Marks including more complex pre-writing shapes More detailed representati ons of people Detailed pictures of other objects using shapes More detailed representations of multiple objects</p> 	<p>invented spelling – write the first and last letter/ sound which signifies the whole word Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters</p> 		<p>Articulate ideas and thoughts in well formed sentences</p> 	<p>Begin to support a friend if they are upset or need help Begin to understand how others might be feeling and Why. Articulate ideas and thoughts in well formed sentences Connect one idea or action to Another using a range of connectives Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc Make informed choices of which material is best to use when junk modelling Make informed choices of which material is best to use when junk modelling</p> 	<p>friend if they are upset or need help Begin to understand how others might be feeling and Why. Articulate ideas and thoughts in well formed sentences Connect one idea or action to Another using a range of Connectives</p>   
Phonics	<p>Teach: S, a, t, p Formation focus. Blending game to include: top, leg, head, arm nod, clap, tap, rub, duck, frog, dog, snake, sun, ant, peg, tin, sock.</p> <p>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. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspo -ndences Read a few common exception words matched to the school’s phonic program me. Read some letter groups that each represent one sound and say sounds for them</p> <p>Read words consistent with phonic knowledge by sound blending</p>   	Baseline	Baseline	<p>Teach: l, n, m, d. Blend: sat, sit, tap, pan, nap, sip, man, map, mat, dip, dad, sad, pat.</p> <p>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. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspo -ndences Read a few common exception words matched to the school’s phonic program me. Read some letter groups that each represent one sound and say sounds for them</p> <p>Read words consistent with phonic knowledge by sound blending</p>   	<p>Teach: g, o, c, k Blend: man, pin, sat, dig, pig, tap, pat, pot, dog, pot, top, cat, cot, kit, kid, cog, man, tap Tricky word: is</p> <p>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. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspo -ndences Read a few common exception words matched to the school’s phonic program me. Read some letter groups that each represent one sound and say sounds for them</p> <p>Read words consistent with phonic knowledge by sound blending</p>	<p>Teach: ck, e, u, r Independent blend: dig, pat, dad, man, cat, sip, cap, tap, top, sad Tricky word: l, is</p> <p>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. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspo -ndences Read a few common exception words matched to the school’s phonic program me. Read some letter groups that each represent one sound and say sounds for them</p>	<p>Teach: h, b, f, l Independent blend: dog, cup, ten, pet, red, get, mum, nod, duck, kid Tricky word: the, is, i</p> <p>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. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspo -ndences Read a few common exception words matched to the school’s phonic program me. Read some letter groups that each represent one sound and say sounds for them</p>





















	  					<i>Read words consistent with phonic knowledge by sound blending</i>      	<i>Read words consistent with phonic knowledge by sound blending</i>
Maths	<i>Getting to know you</i>	<i>Getting to know you</i>	<b>Match sort and pair</b> Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. <i>Make comparisons between objects relating to size, length, weight and capacity.</i> <i>Compare collections and begin to talk about which group has more</i> <i>Identify groups with the same number of things</i> <i>Use vocabulary more, less, fewer and same to compare quantities</i> <i>Use concrete objects to find one more/one less than a given number</i>	<b>Match sort and pair</b> Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. <i>Make comparisons between objects relating to size, length, weight and capacity.</i> <i>Compare collections and begin to talk about which group has more</i> <i>Identify groups with the same number of things</i> <i>Use vocabulary more, less, fewer and same to compare quantities</i> <i>Use concrete objects to find one more/one less than a given number</i>	<b>Talk about, measure and patterns</b> <i>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then..</i> <i>Continue, copy and create repeating patterns</i> <i>About and identify the patterns</i> <i>Around them</i> <i>Copy and continue an ABAB pattern</i> <i>Create own ABAB patterns</i> <i>Notice and correct an error in an ABAB pattern</i> <i>Identify the unit of repeat</i> <i>Continue an ABC pattern that ends mid unit</i> <i>Continue and create more complex patterns. E.g. ABC,ABB,ABBC.</i> <i>Spotting errors in patterns</i> <i>Record patterns by symbolising the unit structure</i>	<b>Talk about, measure and patterns</b> <i>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then..</i> <i>Continue, copy and create repeating patterns</i> <i>About and identify the patterns</i> <i>Around them</i> <i>Copy and continue an ABAB pattern</i> <i>Create own ABAB patterns</i> <i>Notice and correct an error in an ABAB pattern</i> <i>Identify the unit of repeat</i> <i>Continue an ABC pattern that ends mid unit</i> <i>Continue and create more complex patterns. E.g. ABC,ABB,ABBC.</i> <i>Spotting errors in patterns</i> <i>Record patterns by symbolising the unit structure</i>	<b>Its me 1,2,3</b> <i>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</i> <i>Count objects, actions and sounds.</i> <i>• Subitise. • Link the number symbol (numeral) with its cardinal number value.</i> <i>Perceptual subitising – recognise values</i> <i>Subitise objects up to 3</i> <i>Know that the quantity is the same however it is arranged</i> <i>Group objects and know amounts in groups without counting</i> <i>Subitise objects up to 5</i> <i>Conceptual subitising – Recognising smaller amounts within larger ones (Parts/whole)</i>
PSED	Baseline	<b>I understand how it feels to belong and that we are similar and different</b> <i>See themselves as a valuable individual. • Build constructive and respectful relationships</i> <i>Recognise that people have different beliefs and celebrate special times in different ways</i> <i>Begin to be able to explain why they like or dislike something</i> <i>Know that their preferences should be respected by others</i> <i>See themselves as a valuable individual</i> <i>Begin to support a friend if they are upset or need help</i> <i>Begin to understand how others might be feeling and why</i> <i>Begin to consider and value other points of view particularly when they are different to their own</i>	<b>I can start to recognise and manage my feelings</b> <i>See themselves as a valuable individual.</i> <i>Express their feelings and consider the feelings of others</i> <i>Identify and moderate their own feelings socially and emotionally</i> <i>Increase their range of emotional vocabulary linked to relevant examples</i> <i>Talk about their feelings in more elaborated ways i.e. I’m sad because...</i> <i>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 understand how others might be feeling and why</i> <i>Begin to consider and value other points of view particularly when they are different to their own</i>  	<b>I enjoy working with others to make school a good place to be</b> <i>• Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others</i> <i>Plays with one or more children in shared play but may dip in and out</i> <i>Plays with one or more children, extending and elaborating play ideas</i> <i>Understands who their friends are and what they need to do to sustain that friendship</i> <i>Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution</i> <i>Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult</i> <i>Be able to talk through conflicts independently and begin to create resolutions independently</i>	<b>I understand why it is good to be kind and use gentle hands</b> <i>Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others</i> <i>Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution</i> <i>Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult</i> <i>Be able to talk through conflicts independently and begin to create resolutions independently</i> <i>Begin to support a friend if they are upset or need help</i> <i>Begin to understand how others might be feeling and why</i> <i>Begin to consider and value other points of view particularly when they are different to their own</i>  	<b>I am starting to understand children’s rights and this means we should all be allowed to learn and play</b> <i>See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others.</i> <i>increase their range of emotional vocabulary linked to relevant examples</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>      	<b>I am learning what being responsible means</b> <i>See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others</i> <i>Begin to talk about examples of own or others’ appropriate behaviour</i> <i>Begin to understand how to make appropriate choices and why</i> <i>Identify and moderate their own responses socially and emotionally. Show ability to follow instructions involving several ideas or actions</i>      

				    	   		
RE	<p><b>What makes me Special</b></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>Develop positive attitudes about differences between people</p>    	<p><b>Who is Special to me</b></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>Develop positive attitudes about differences between people</p>    	<p><b>Where is Special to you and Why?</b></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>Develop positive attitudes about differences between people</p>    	<p><b>Explore why a Church is Special to Christians.</b></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>Develop positive attitudes about differences between people</p> <p><i>Can name different religious venues – Church, Mosque, Temple and Gurdwara</i></p>    	<p><b>Harvest</b></p> <p><i>Explore the natural world around them.</i></p> <p><i>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>Develop positive attitudes about differences between people</p> <p><i>Can name different religious venues – Church, Mosque, Temple and Gurdwara</i></p>    	<p><b>Harvest Assembly</b></p> <p><i>Explore the natural world around them.</i></p> <p><i>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>Develop positive attitudes about differences between people</p> <p><i>Can name different religious venues – Church, Mosque, Temple and Gurdwara</i></p>  	
UW	<p><b>Talk about members of their Family-similarities and differences to their peers</b></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><b>Similarities and Differences between Homes around the world</b></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><b>Talk about who can help us in the community when we are worried. What can we do to make us feel better when we are worried.</b></p> <p><i>Talk about members of their immediate family and community</i></p> <p><i>Name and describe people who are familiar to them.</i></p> <p><i>Talk about the lives of the people around them and their roles in society.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Identify and moderate their own feelings socially and emotionally.</i></p> <p><i>Identify and moderate their own feelings socially and emotionally.</i></p> <p><i>Able to discuss different occupations of family members</i></p> <p><i>Talk about the lives of the People around them and their roles in society</i></p> <p><i>Articulate ideas and thoughts in well formed sentences</i></p>	<p><b>What can we access in the community to make our bodies healthy? I.e. Parks for exercise, doctors' surgery, Bike rides etc...</b></p> <p><i>Explore the natural world around them. • Describe what they see, hear and feel whilst outside</i></p> <p><i>Recognise some environments that are different to the one in which they live</i></p> <p><i>Talk about local environments</i></p> 	<p><b>Find out about how different fruits and vegetables are grown.</b></p> <p><b>Grow our own vegetables</b></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</i></p> <p><i>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><b>Find out about how different fruits and vegetables are grown.</b></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</i></p> <p><i>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><i>Identify, 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>   	<p><b>Exploring games and toys from the past.</b></p> <p><i>Comment on images of familiar situations in the past.</i></p> <p><i>Compare and contrast characters from stories, including figures from the past.</i></p> <p><i>Compare and contrast characters from stories, including figures from the past</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling</i></p> <p><i>Comment on images of familiar situations in the past</i></p> <p><i>Know some similarities and Differences between things in the past and now, drawing on their experiences and what has been read in class</i></p>



							
EAD	<p>Self portrait and family tree.</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><i>Draws people with increasing detail (bodies with limbs and additional features)</i></p> <p><i>children begin to draw self-portraits, landscapes and buildings/cityscapes</i></p> 	<p>Homes around the world make a model home from around the world using different materials and resources. Brick printing of my house and what the bricks look like.</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. 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</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><i>Use glue sticks and glue spatulas to join independently</i></p> <p><i>Join items with masking tape with support</i></p> <p><i>Develop their own ideas and then decide which materials to use to express them</i></p> <p><i>Create patterns or meaningful pictures when printing</i></p>	<p>Collage things they like.</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><i>Use glue sticks and glue spatulas to join independently</i></p> <p><i>Join items with masking tape with support</i></p> <p><i>Develop their own ideas and then decide which materials to use to express them</i></p> 	<p>Make a healthy fruit kebab.</p> <p><i>Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian</i></p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><i>Talks about differences between materials and changes they notice</i></p> <p><i>Create collaboratively sharing ideas, resources and skills</i></p> <p><i>Begin to understand how to make</i></p> <p><i>Appropriate choices and why</i></p> 	<p>Harvest festival assembly.</p> <p>• <i>Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody</i></p> <p><i>Explore and engage in music making and dance, performing solo or in groups</i></p> <p><i>sing the pitch of a tone sung by another person ('pitch match')</i></p> <p><i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i></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</i></p>	<p><i>Friendship bracelet making with shell. Why have you chosen to share this with your friend?</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences</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><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 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>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 responsibility and membership of a community</i></p> <p><i>Play with one or more other children, extending and elaborating play ideas, Create collaboratively, sharing ideas, resources and skills.</i></p> <p><i>Understands boundaries</i></p> <p><i>Begins to follow rules and routines but uses other children or adults for prompts</i></p> <p><i>Begins to predict routines</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>Music</p>    	<p>Listen and Respond: Celebration- Kool and the Gang</p> <p>Explore and Create: Using the Pat-A-Cake games track, and the pulse in different ways</p> <p>Share and Perform: Share and perhaps perform what has taken place in today's lesson</p>	<p>Listen and Respond - Happy by Pharrell Williams: Play the song. Have fun finding the pulse together.</p> <p>Explore and Create Using Voices: Copycat rhythm games</p> <p>Sing: Listen to, then learn to sing 1,2,3,4,5</p>	<p>Listen and Respond: Sing by The Carpenters</p> <p>Explore and Create Using Voices: High and low games (pitch)</p> <p>Sing: Listen to or sing along with the action song Name Song</p> <p>Share and Perform; Share and perhaps perform what</p>	<p>Listen and Respond - Sing A Rainbow by Peggy Lee: Play the song. Have fun finding the pulse together</p> <p>. Explore and Create Using Voices:</p> <p>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</p>	<p>Listen and Respond - Happy Birthday by Stevie Wonder: Play the song. Have fun finding the pulse together.</p> <p>. Explore and Create Using Voices: Copycat rhythm games</p> <p>Sing: Listen to then learn to sing a nursery rhyme. s</p> <p>Options: Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man, Five Little Ducks</p>	<p>Listen and Respond - Our House by Madness: Play the song. Have fun finding the pulse together.</p> <p>Explore and Create Using Voices</p> <p>Listen to or sing along with the action song Things or fingers</p> <p>Share and Perform; Share and perhaps perform</p>	<p>Review, recap and share week</p>

[illegible]

	<p>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</p> <div><div></div><div></div></div>	<p>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</p> <div><div></div><div></div></div>	<p>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</p> <div><div></div></div>	<p>same side. Releases ball and follows through with throwing arm</p> <div><div></div></div>	<p>same side. Releases ball and follows through with throwing arm</p> <div><div></div></div>	<p>moving from feet together to feet apart Throwing ball underarm while stepping forward on the same side. Swings throwing arm down and forward on the same side. Releases ball and follows through with throwing arm</p> <div><div></div></div>	<p>moving from feet together to feet apart Throwing ball underarm while stepping forward on the same side. Swings throwing arm down and forward on the same side. Releases ball and follows through with throwing arm</p> <div><div></div></div>
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"><li>• Playing and Exploring: Finding out and exploring; Using what they know in their play; Being willing to have a go</li><li>• Active Learning: Being involved and concentrating; Keeping on trying; Enjoying achieving what they set out to do</li><li>• 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.</li></ul> <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>						