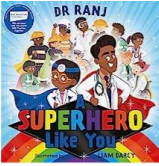


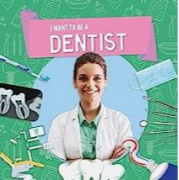

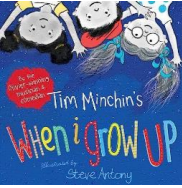


































Spring term planning						
	4 th -5 th Jan	8-12 th Jan	15 th - 19 th Jan	22 nd -26 th Jan	29 th Jan- 2 nd Feb	5 th – 9 th Feb
	World Braille Day – 4 th Jan		Martin Luther King Day – 15 th Jan	Burns Night 25 th Jan	World Ukulele Day – 2 nd Feb Little City UK – in school 29 th	Children’s mental health week Safer internet day – 6 th Charles dickens Day – 7 th Feb Chinese New Year 10 th Feb
Book Focus	A Superhero like you 	Emergency services Police/ medical/ fire 	Community helpers – Retail, waste collector, homeless charities etc. 	Health and Beauty Incl dentist 	Vets 	When I grow up 
Key vocabulary	Jobs, careers, community, occupation, doctor, teacher, lawyer, vet etc., help, save, rescue, hero	Nurse, police, doctor, firefighter, paramedic, midwife, ambulance, police car/van, fire engine, hose, save, help, water, prison, hero, medicine, treat, pharmacy, prescription	Shop, retail, keeper, help, support, work, town, collect, refuge, charity, recycle, support	Hygiene, dentist, beauty, beautician, hairdresser, customer, client, health, hero	Pets, medicine, doctor, treatment, save, animal, look after, care	Nurse, police, doctor, firefighter, paramedic, midwife, ambulance, police car/van, fire engine, hose, save, help, water, prison, hero, medicine, treat, pharmacy, prescription Shop, retail, keeper, support, work, town, collect, refuge, charity, recycle, Hygiene, dentist, beauty, beautician, hairdresser, customer, client, health, hero Pets, medicine, doctor, treatment, save, animal, look after, care
Literacy/ CL	Draw what you think key worker occupations would look like. <i>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</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Write recognisable letters, most of which are correctly formed; - 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 others. Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>	Emergency services poster – how to save a life <i>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</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Write recognisable letters, most of which are correctly formed; - 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 others. 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Write recognisable letters, most of which are correctly formed</i>	Instruction writing – oral hygiene <i>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</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Write recognisable letters, most of which are correctly formed; - 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 others. 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Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations,</i>	What does an animal need leaflet. <i>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</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Write recognisable letters, most of which are correctly formed; - 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 others. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>	What is my dream job and why? Caption writing to support picture <i>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</i> <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Write recognisable letters, most of which are correctly formed; - 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 others. 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	<p><i>natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p> <p><i>Write recognisable letters, most of which are correctly formed</i></p> <p><i>introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to ‘Every-day Toolkit’.</i></p> <p><i>Factual writing –Learn and retell simple information texts Children to learn that information texts include: -A title - Subheadings -Simple factual sentences based around a theme -Complete sentences with the correct punctuation and simple conjunctions</i></p> <div></div>	<p><i>Write recognisable letters, most of which are correctly formed</i></p> <p><i>introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to ‘Every-day Toolkit’.</i></p> <p><i>Factual writing –Learn and retell simple information texts Children to learn that information texts include: -A title -Subheadings -Simple factual sentences based around a theme -Complete sentences with the correct punctuation and simple conjunctions</i></p> <div></div>	<p><i>introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to ‘Every-day Toolkit’.</i></p> <p><i>Factual writing –Learn and retell simple information texts Children to learn that information texts include: -A title -Subheadings -Simple factual sentences based around a theme -Complete sentences with the correct punctuation and simple conjunctions</i></p> <div> </div>	<p><i>explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</i></p> <p><i>Write recognisable letters, most of which are correctly formed</i></p> <p><i>introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to ‘Every-day Toolkit’.</i></p> <p><i>Factual writing –Learn and retell simple information texts Children to learn that information texts include: -A title -Subheadings -Simple factual sentences based around a theme -Complete sentences with the correct punctuation and simple conjunctions</i></p> <div></div>	<p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;- Share their creations, explaining the process they have used;</i></p> <p><i>Write recognisable letters, most of which are correctly formed</i></p> <p><i>introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to ‘Every-day Toolkit’.</i></p> <p><i>Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary</i></p> <div></div>	<p><i>changes in the natural world around them, including the seasons and changing states of matter.</i></p> <p><i>Write recognisable letters, most of which are correctly formed</i></p> <p><i>introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to ‘Every-day Toolkit’.</i></p> <p><i>Factual writing –Learn and retell simple information texts Children to learn that information texts include: -A title - Subheadings -Simple factual sentences based around a theme -Complete sentences with the correct punctuation and simple conjunctions</i></p> <div></div>
Phonics	<p>Teach: ff, ll, ss, j - Tricky words:put, pull, full l, is, as</p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs; - 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.</i></p> <p><i>Write recognisable letters, most of which are correctly formed; - 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 others.</i></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i></p> <p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</i></p> <p><i>Write recognisable letters, most of which are correctly formed;</i></p> <p><i>Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspondences 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</i></p> <p><i>Read words consistent with phonic knowledge by sound blending</i></p> <div></div>	<p>Teach: v, w, x,y Tricky words: and, has, his, her</p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs; - 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.</i></p> <p><i>Write recognisable letters, most of which are correctly formed; - 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 others.</i></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i></p> <p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</i></p> <p><i>Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspondences 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</i></p> <p><i>Read words consistent with phonic knowledge by sound blending</i></p> <div></div>	<p>Teach: zz ,qu, ch.Words ending in s (plurals and verbs) Tricky words: go, no, to, into</p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs; - 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.</i></p> <p><i>Write recognisable letters, most of which are correctly formed; - 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 others.</i></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i></p> <p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</i></p> <p><i>Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspondences 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</i></p> <p><i>Read words consistent with phonic knowledge by sound blending</i></p> <div></div>	<p>Teach sh, th, ng, nk Tricky words: she, push,, he, of</p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs; - 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.</i></p> <p><i>Write recognisable letters, most of which are correctly formed; - 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 others.</i></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i></p> <p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</i></p> <p><i>Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspondences 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</i></p> <p><i>Read words consistent with phonic knowledge by sound blending</i></p> <div></div>	<p>Teach: plurals and verbs.</p> <p>Review blending. Tricky words: we, me, be</p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs; - 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.</i></p> <p><i>Write recognisable letters, most of which are correctly formed; - 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 others.</i></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i></p> <p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</i></p> <p><i>Read individual letters by saying the sounds for them Blend sounds into words Begin to read short words made up of known letter sound correspondences Read a few common exception words matched to the school’s phonic program me. 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Maths	Alive in 5	Alive in 5	Mass and Capacity	Growing 6, 7, 8 Count objects, actions and sounds.	Growing 6, 7, 8	Length, height and time Begin to













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	<p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). • Show ‘finger numbers’ up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Begin to recall number bonds to 5</p> <p>Group objects and know amounts in Groups without counting</p> <p>Subitise objects up to 5</p> <p>Conceptual subitising – Recognising smaller amounts within larger ones (Parts/whole)</p> <div></div>	<p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). • Show ‘finger numbers’ up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Begin to recall number bonds to 5</p> <p>Group objects and know amounts in Groups without counting</p> <p>Subitise objects up to 5</p> <p>Conceptual subitising – Recognising smaller amounts within larger ones (Parts/whole)</p> <div></div>	<p>Compare length, weight and capacity.</p> <p>Begin to use nonstandard units of measure</p> <p>To compare length, weight, time and Capacity</p> <div></div>	<ul style="list-style-type: none">• <i>Subitise.</i>• <i>Link the number symbol (numeral) with its cardinal number value.</i>• <i>Count beyond ten.</i>• <i>Compare numbers.</i>• <i>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</i>• <i>Explore the composition of numbers to 10</i> <p>Group objects and know amounts in groups without counting</p> <p>Subitise objects up to 5</p> <p>Conceptual subitising – Recognising smaller amounts within larger ones (Parts/whole)</p> <p>Know numbers can be partitioned into different pairs of numbers</p> <p>Know that a number can be partitioned into more than 2 numbers (Parts/whole)</p> <p>Number bonds: Know which pairs make a given number</p> <p>Begin to recall number bonds to 5</p> <p>Use some addition and subtraction mathematical vocabulary</p> <div></div>	<p><i>Count objects, actions and sounds.</i></p> <ul style="list-style-type: none">• <i>Subitise.</i>• <i>Link the number symbol (numeral) with its cardinal number value.</i>• <i>Count beyond ten.</i>• <i>Compare numbers.</i>• <i>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</i>• <i>Explore the composition of numbers to 10</i> <p>Group objects and know amounts in groups without counting</p> <p>Subitise objects up to 5</p> <p>Conceptual subitising – Recognising smaller amounts within larger ones (Parts/whole)</p> <p>Know numbers can be partitioned into different pairs of numbers</p> <p>Know that a number can be partitioned into more than 2 numbers (Parts/whole)</p> <p>Number bonds: Know which pairs make a given number</p> <p>Begin to recall number bonds to 5</p> <p>Use some addition and subtraction mathematical vocabulary</p> <div></div>	<p>use non standards units of measure</p> <p>To compare length, weight, time and capacity</p> <div></div>
PSED	<p>I understand that if I persevere</p> <p><i>I can tackle challenges</i></p> <p><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i></p> <p><i>Begin to talk about examples of own or others’ appropriate behaviour</i></p> <p><i>Begin to understand how to make appropriate choices and why</i></p> <p><i>Identify and moderate their own responses socially and emotionally. Show ability to follow instructions involving several ideas or actions</i></p> <p><i>Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution</i></p> <p><i>Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult</i></p> <p><i>Be able to talk through conflicts independently and begin to create resolutions independently</i></p>	<p>I can tell you about a time I did not give up until I achieved my goal.</p> <p><i>I can tackle challenges</i></p> <p><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i></p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i></p> <p><i>Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution</i></p> <p><i>Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult</i></p> <p><i>Be able to talk through conflicts independently and begin to create resolutions independently</i></p>	<p>I can set a goal and work toward it.</p> <p><i>I can tackle challenges</i></p> <p><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i></p> <p><i>Build and develop their own ideas, testing and considering other possibilities</i></p> <p><i>Begins to extend themselves beyond their usual play</i></p> <p><i>Show resilience and perseverance in the face of challenge</i></p> <div></div>	<p>I can use kind words to encourage people.</p> <p><i>Explain the reasons for rules, know right from wrong and try to behave accordingly;</i></p> <p><i>Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.</i></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p><i>Plays with one or more children in shared play but may dip in and out</i></p> <p><i>Plays with one or more children, extending and elaborating play ideas</i></p> <p><i>Understands who their friends are and what they need to do to sustain that friendship</i></p>	<p>I understand the link between what I learn now and the jobs I might like to do when I am older.</p> <p><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i></p> <p><i>Will attempt activities including something new without needing the support or encouragement of an adult</i></p> <p><i>Achieve own goal rather than one suggested</i></p> <p><i>Has own ideas with an understanding or ability of how it can be achieved</i></p>	<p>I can say how I feel when I achieve a goal and know what it means to feel proud.</p> <p><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i></p> <p>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.</p> <p><i>Begin to be able to explain why they like or dislike something</i></p> <p><i>Know that their preferences should be respected by others</i></p> <p><i>See themselves as a valuable individual</i></p> <p><i>Achieve own goal rather than one suggested</i></p> <p><i>Has own ideas with an</i></p>


































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	  	<i>Build and develop their own ideas, testing and considering other possibilities Begins to extend themselves beyond their usual play Show resilience and perseverance in the face of challenge</i>   		  	   	<i>understanding or ability of how it can be achieved</i>  
RE		Epiphany <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; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Can articulate some religious celebrations and being to explain what might happen during these celebrations Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</i>     Together	Epiphany <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; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Can articulate some religious celebrations and being to explain what might happen during these celebrations Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</i>    Together	Buddhism <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; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Can articulate some religious celebrations and being to explain what might happen during these celebrations Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</i>     Enquire	Chinese New Year <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; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Can articulate some religious celebrations and being to explain what might happen during these celebrations Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</i>    Together	Chinese New Year <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; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Can articulate some religious celebrations and being to explain what might happen during these celebrations Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</i>     Together
UW	Braille Day – supporting inclusion <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. See themselves as a valuable individual</i>   	What service to approach in an emergency. <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i> <ul style="list-style-type: none">• 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.• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps <i>All about me – ‘Peepo’ text, ‘All kinds of people’ text, ‘All about families’ text Space - Tim Peake focus – ‘Good Night Space Man’ text, Neil Armstrong – ‘Moon landing’ People who help us topic – arrange visitors – non-fiction texts linked to books Transport – ‘Rosie Revere Engineer’ text, ‘Amelia Earhart (Little People, Big Dreams)’ text, ‘A journey through transportation’ ‘I am...’ (ordinary people change the world) books – consider for topics</i>	Who is martin Luther King? Make Dream jars and discuss how we might achieve these dreams. <i>Compare and contrast characters from stories, including figures from the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. .Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Form lower-case and capital letters correctly.</i> <ul style="list-style-type: none">• Spell words by identifying the sounds and then writing the sound with letter/s.•Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. <i>Know some similarities and Differences between things in the past and now, drawing on their experiences and what has been read in class Compare and contrast characters from stories, including figures from the past Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</i>	Burns night- who celebrates and what is it? Food tasting <i>Recognise that people have different beliefs and celebrate special times in different ways.</i> <ul style="list-style-type: none">• Recognise some similarities and differences between life in this country and life in other countries. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Develop positive attitudes about differences between people Can name the some of the countries that make up the UK and at least 2 other countries  Together	Little city jobs in the community. What job would you like? <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Write recognisable letters, most of which are correctly formed; - 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 others. Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Write recognisable letters, most of which are correctly formed</i>	Chinese new year <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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</i>  


















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		  Enquire	<p>Write recognisable letters, most of which are correctly formed</p> <p>introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to ‘Every-day Toolkit’.</p> <p>Begin to use capital letters, finger spaces and full stops when writing sentences.</p>   Enquire		<p>introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops. Introduction to ‘Every-day Toolkit’.</p> <p>Factual writing –Learn and retell simple information texts Children to learn that information texts include: -A title - Subheadings -Simple factual sentences based around a theme -Complete sentences with the correct punctuation and simple conjunctions</p>   Aspire	
EAD	<p><i>Paint your dream job</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <ul style="list-style-type: none">• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively, sharing ideas, resources and skills. <p>safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none">• Share their creations, explaining the process they have used. <p>Can Independently select additional tools (stampers, rollers etc.) to improve their painting</p>  Generate	<p>Junk modelling of emergency service vehicle</p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <ul style="list-style-type: none">• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively, sharing ideas, resources and skills. <p>safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none">• Share their creations, explaining the process they have used. <p>Join items with masking tape with support</p> <p>Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</p> <p>Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc</p> <p>Make informed choices of which material is best to use when junk modelling</p>  Generate	<p>Collage of a community scene using a range of materials and manipulation techniques</p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <ul style="list-style-type: none">• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively, sharing ideas, resources and skills. <p>safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none">• Share their creations, explaining the process they have used. <p>join items with masking tape with support</p> <p>Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</p> <p>Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc</p> <p>Make informed choices of which material is best to use when junk modelling</p>  Generate	<p><i>Design a new toothbrush and toothpaste to sell.</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <ul style="list-style-type: none">• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively, sharing ideas, resources and skills. <p>safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none">• Share their creations, explaining the process they have used. <p>Join items with masking tape with support</p> <p>Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</p> <p>Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc</p> <p>Make informed choices of which material is best to use when junk modelling</p> <p>Draw designs before making models</p> <p>Begin to add labels to designs</p> <p>Share their creations, explaining the process they have used</p>  Generate	<p><i>Participate in role play discussions, presentations and performances.</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <ul style="list-style-type: none">• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively, sharing ideas, resources and skills. <p>safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none">• Share their creations, explaining the process they have used. <p>Sing the pitch of a tone sung by Another person (‘pitch match’)</p> <p>Sing in a group or on their own, Increasingly matching the pitch</p> <p>And following the melody</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes,mpoems and stories with others, and (when appropriate) try to move in time withmusic</p>  Generate	<p><i>Chinese lantern making</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <ul style="list-style-type: none">• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively, sharing ideas, resources and skills. <p>safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none">• Share their creations, explaining the process they have used. <p>Join items with masking tape with support</p> <p>Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</p> <p>Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc</p> <p>Make informed choices of which material is best to use when junk modelling</p>  Generate
Music	Listen and Respond: We are Family. Explore: Finding the Pulse	Listen and Respond: Thula Baba-South African Lullaby. Explore &	Listen & Respond: ABC Jackson 5. Explore & Create: Rhythm games	Listen & respond: My Mum is Amazing by Zain Bhikha. Explore &	Listen & respond: Conga b Miami Sound Machine. Explore	Listen & respond: Mozart’s Horn Concerto no 4 - Rondo.

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	<p>Sing: Wind the bobbin up.</p> <p>Perform- What you have learnt in the lesson. <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>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 <i>Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music</i></p> <p><i>Learns short routines, beginning to match pace</i></p> <p><i>Learn longer routines, beginning to match pace</i></p> <p><i>Shares likes and dislikes about dances/performances</i></p>	<p>Create:Create your own sounds (improvisation and composition with voices and/or instruments)</p> <p>Sing & Play Learn to sing and play the nursery rhyme Rock-A-Bye Baby. Perform- What you have learnt in the lesson.</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>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 <i>Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses lay instruments with increasing control to express their feelings and ideas Plays instruments in time to music</i></p> <p><i>Learns short routines, beginning to match pace</i></p> <p><i>Learn longer routines, beginning to match pace</i></p> <p><i>Shares likes and dislikes about dances/performances</i></p>	<p>(copycat). Sing and Play: .Listen to sing along with and play with the action song If You’re Happy And You Know It. Perform- What you have learnt in the lesson</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>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. 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Perform- What you have learnt in the lesson</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>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. 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Perform: What have you learnt in the lesson</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>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. 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Learn to sing and play nursery rhyme/s Options: Wind The Bobbin Up, Rock-A-Bye Baby, Five Little Monkeys, Twinkle, Twinkle, Little Star</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>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. 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	<div><div>Generate</div><div>Together</div><div>Enquire</div></div> <div><div>Resilience</div><div>Respect</div></div> <div><div>Liberty</div></div>	<div><div>Generate</div><div>Together</div><div>Resilience</div></div> <div><div>Respect</div><div>Liberty</div></div>	<div><div>Generate</div><div>Together</div><div>Resilience</div></div> <div><div>Respect</div><div>Liberty</div></div>	<div><div>Generate</div><div>Together</div><div>Resilience</div></div> <div><div>Respect</div><div>Liberty</div></div>	<div><div>Generate</div><div>Together</div><div>Resilience</div></div> <div><div>Liberty</div><div>Respect</div></div>	<div><div>Generate</div><div>Together</div><div>Resilience</div></div> <div><div>Liberty</div><div>Respect</div></div>
PE	<p>Dance - Movement to music, space and emotions.</p> <p><i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Rehearse, repeat, practise and develop a sequence of movements independently. This includes working on skills and technique, as well as accuracy and perfecting the quality of movement. Share practised movements by presenting and 'performing'</i></p>	<p>Dance - Movement to music, space and emotions.</p> <p><i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Rehearse, repeat, practise and develop a sequence of movements independently. This includes working on skills and technique, as well as accuracy and perfecting the quality of movement. Share practised movements by presenting and 'performing'</i></p>	<p>Dance - Movement to music, space and emotions.</p> <p><i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Rehearse, repeat, practise and develop a sequence of movements independently. This includes working on skills and technique, as well as accuracy and perfecting the quality of movement. Share practised movements by presenting and 'performing'</i></p>	<p>Multiskills- running, jumping, throwing, chasing, tagging, and racing</p> <p><i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Once established on dominant leg practise on nondominant leg Alternate legs when hopping on the spot and land safely Skipping - hold the child's hand and talk through 'step hop, step hop' (a rhythmical voice pattern and a large area is needed to consolidate the pattern). Gradually increase speed and distance</i></p> <p><i>different types of jumps landing safely. Jump on the spot moving from feet together to feet apart</i></p> <p><i>Perform a jumping sequence e.g. Place hoops in</i></p>	<p>Multiskills- running, jumping, throwing, chasing, tagging, and racing</p> <p><i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Once established on dominant leg practise on nondominant leg Alternate legs when hopping on the spot and land safely Skipping - hold the child's hand and talk through 'step hop, step hop' (a rhythmical voice pattern and a large area is needed to consolidate the pattern). Gradually increase speed and distance</i></p>	<p>Multiskills- running, jumping, throwing, chasing, tagging, and racing</p> <p><i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Once established on dominant leg practise on nondominant leg Alternate legs when hopping on the spot and land safely Skipping - hold the child's hand and talk through 'step hop, step hop' (a rhythmical voice pattern and a large area is needed to consolidate the pattern). Gradually increase speed and distance</i></p>
	<div><div>Generate</div><div>Together</div></div>	<div><div>Generate</div><div>Together</div></div>	<div><div>Generate</div><div>Together</div></div>			

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	 	 	 	<p><i>‘hop scotch’ position, jump two feet together, two feet apart</i> <i>Throwing ball underarm while stepping forward on the same side. Swings throwing arm down and forward on the same side. Releases ball and follows through with throwing arm</i> <i>Throwing ball underarm while stepping forward with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through</i> <i>Throwing ball underarm while stepping forward with opposite foot. Swings throwing arm forward and upward, stepping forward with the opposite foot. Then swings throwing arm downward. Releases ball and follows through with throwing arm</i></p> <div></div> <div></div>	<p><i>different types of jumps landing safely. Jump on the spot moving from feet together to feet apart</i> <i>Perform a jumping sequence e.g. Place hoops in ‘hop scotch’ position, jump two feet together, two feet apart</i> <i>Throwing ball underarm while stepping forward on the same side. Swings throwing arm down and forward on the same side. Releases ball and follows through with throwing arm</i> <i>Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through</i> <i>Throwing ball underarm while stepping forward with opposite foot. Swings throwing arm forward and upward, stepping forward with the opposite foot. Then swings throwing arm downward. Releases ball and follows through with throwing arm</i></p> <div></div>	<p><i>different types of jumps landing safely. Jump on the spot moving from feet together to feet apart</i> <i>Perform a jumping sequence e.g. Place hoops in ‘hop scotch’ position, jump two feet together, two feet apart</i> <i>Throwing ball underarm while stepping forward on the same side. Swings throwing arm down and forward on the same side. Releases ball and follows through with throwing arm</i> <i>Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through</i> <i>Throwing ball underarm while stepping forward with opposite foot. Swings throwing arm forward and upward, stepping forward with the opposite foot. Then swings throwing arm downward. Releases ball and follows through with throwing arm</i></p> <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">• 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>					