

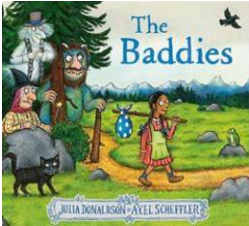
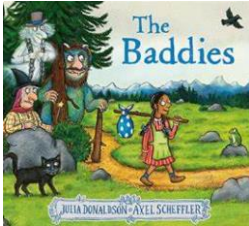
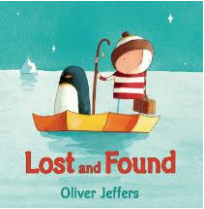
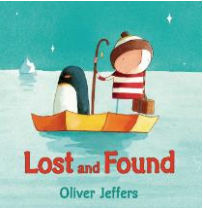































































Spring term planning						
	19 th – 23 rd February 2023	26 th February – 1 st March	4 th – 8 th March	11 th – 15 th March	18 th – 22 nd March	25 th – 29 th March
Events		St David’s Day – 1 st March	World Book Day – 7 th March International Women’s Day – 8 th March Mothers Day – 10 th March	British Science Week St Patricks Day – 17 th March	Global recycling day – 18 th March World poetry & Early Music day – 21 st March	Good Friday 29 th March
Book Focus	<div>Supertato</div> 		<div>The Baddies</div> 	<div>The Baddies</div> 	<div>Lost and Found</div> 	<div>Lost and Found</div> 
Key vocabulary	Superhero, hero, rescue, Potato, vegetables, Evil, save, story, supermarket, shelves, pea, Broccoli, Conveyer belt, Blueberries, Orange, Grapefruit, Aubergine, Tomato, Carrot	Superhero, hero, rescue, Potato, vegetables, Evil, save, story, supermarket, shelves, pea, Broccoli, Conveyer belt, Blueberries, Orange, Grapefruit, Aubergine, Tomato, Carrot	Baddies, mean, nasty, Ghost, Witch, Troll, Bad, Fight, Worst, Girl, Cottage, Scare, Big, Brave	Baddies, mean, nasty, Ghost, Witch, Troll, Bad, Fight, Worst, Girl, Cottage, Scare, Big, Brave	Boy, penguin, birds, South Pole, rowboat, waves, umbrella, duck, friends, help,	Boy, penguin, birds, South Pole, rowboat, waves, umbrella, duck, friends, help,
Literacy/ CL	<p>Make and describe our own Supertato.</p> <p>Write captions of superpowers our Supertato has.</p> <p><i>Learn new vocabulary.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Engage in story times.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</i></p> <p><i>Use new vocabulary in different contexts.</i></p> <p><i>Form lower-case and capital letters correctly.</i></p> <p><i>Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p><i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p> <p><i>Hold a pencil effectively in preparation for fluen writing – using the tripod grip in almost all cases.</i></p> <p><i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions</i></p> <p><i>Describe events in some detail.</i></p> <p><i>Write short sentences using</i></p>	<p>Story map- retelling key parts if the Supertato story.</p> <p><i>Learn new vocabulary.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Engage in story times.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</i></p> <p><i>Use new vocabulary in different contexts.</i></p> <p><i>Form lower-case and capital letters correctly.</i></p> <p><i>Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p><i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i></p> <p><i>Hold a pencil effectively in preparation for fluen writing – using the tripod grip in almost all cases.</i></p> <p><i>Begin to form lowercase and capital Letters correctly</i></p> <p><i>Write recognisable letters, most of which are correctly formed</i></p> <p><i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions</i></p> <p><i>Describe events in some detail.</i></p> <p><i>Write short sentences using Known letter sound correspond</i></p> <p><i>Spells Phase 2 and Phase 3 tricky</i></p> <p><i>Hold a pencil effectively in preparation for fluent</i></p>	<p>Create your own baddie. Why are they bad. What do they do? What do they look like.</p> <p><i>Learn new vocabulary.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Engage in story times.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</i></p> <p><i>Use new vocabulary in different contexts.</i></p> <p><i>Form lower-case and capital letters correctly.</i></p> <p><i>Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p><i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p> <p><i>Hold a pencil effectively in preparation for fluen writing – using the tripod grip in almost all cases.</i></p> <p><i>Begin to form lowercase and capital Letters correctly</i></p> <p><i>Write recognisable letters, most of which are correctly formed</i></p> <p><i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions</i></p> <p><i>Describe events in some detail.</i></p> <p><i>Write short sentences using</i></p>	<p><i>Create a leaflet of How to be a good friend.</i></p> <p><i>Learn new vocabulary.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Engage in story times.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</i></p> <p><i>Use new vocabulary in different contexts.</i></p> <p><i>Form lower-case and capital letters correctly.</i></p> <p><i>Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p><i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p> <p><i>Hold a pencil effectively in preparation for fluen writing – using the tripod grip in almost all cases.</i></p> <p><i>Begin to form lowercase and capital Letters correctly</i></p> <p><i>Write recognisable letters, most of which are correctly formed</i></p> <p><i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions</i></p> <p><i>Describe events in some detail.</i></p> <p><i>Write short sentences using Known letter sound correspond</i></p>	<p>List writing-What would the boy and the Penguin need in their Suitcase?</p> <p><i>Form lower-case and capital letters correctly.</i></p> <p><i>Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p><i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i></p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>Write simple phrases and sentences that can be read by others.</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>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p> <p><i>Hold a pencil effectively in preparation for fluen writing – using the tripod grip in almost all cases.</i></p> <p><i>Begin to form lowercase and capital Letters correctly</i></p> <p><i>Write recognisable letters, most of which are correctly formed</i></p>	<p>Make a poster to say you have found a Penguin. Describe the Penguin.</p> <p><i>Form lower-case and capital letters correctly.</i></p> <p><i>Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p><i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i></p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>Write simple phrases and sentences that can be read by others.</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>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p> <p><i>Hold a pencil effectively in preparation for fluen writing – using the tripod grip in almost all cases.</i></p> <p><i>Begin to form lowercase and capital Letters correctly</i></p> <p><i>Write recognisable letters, most of which are correctly formed</i></p>

Spring term planning

	<p><i>Known letter sound correspond sentences</i> <i>Spells Phase 2 and Phase 3 tricky</i> <i>Words correctly Say a sentence, write and read it back to check it makes sense</i> <i>Hold a pencil effectively in preparation for fluent</i> <i>writing – using the tripod grip in almost all cases.</i> <i>Write simple captions and phrases by identifying sounds in them and prepresentlg the sounds with a letter or letters.</i> <i>Spell phase 2 tricky words correctly</i> <i>Write recognisable</i> <i>letters, most of which are correctly formed</i></p> 	<p><i>writing – using the tripod grip in almost all cases.</i> <i>Write simple captions and phrases by identifying sounds in them and prepresentlg the sounds with a letter or letters.</i> <i>Spell phase 2 tricky words correctly</i> <i>Write recognisable</i> <i>letters, most of which are correctly formed</i></p> 	<p><i>Known letter sound correspond sentences</i> <i>Spells Phase 2 and Phase 3 tricky</i> <i>Hold a pencil effectively in preparation for fluent</i> <i>writing – using the tripod grip in almost all cases.</i> <i>Write simple captions and phrases by identifying sounds in them and prepresentlg the sounds with a letter or letters.</i> <i>Spell phase 2 tricky words correctly</i> <i>Write recognisable</i> <i>letters, most of which are correctly formed</i></p> 	<p><i>sentences</i> <i>Spells Phase 2 and Phase 3 tricky</i> <i>Hold a pencil effectively in preparation for fluent</i> <i>writing – using the tripod grip in almost all cases.</i> <i>Write simple captions and phrases by identifying sounds in them and prepresentlg the sounds with a letter or letters.</i> <i>Spell phase 2 tricky words correctly</i> <i>Write recognisable</i> <i>letters, most of which are correctly formed</i></p> 	<p><i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions</i> <i>Describe events in some detail.</i> <i>Write short sentences using</i> <i>Known letter sound correspond sentences</i> <i>Spells Phase 2 and Phase 3 tricky</i> <i>Hold a pencil effectively in preparation for fluent</i> <i>writing – using the tripod grip in almost all cases.</i> <i>Write simple captions and phrases by identifying sounds in them and prepresentlg the sounds with a letter or letters.</i> <i>Spell phase 2 tricky words correctly</i> <i>Write recognisable</i> <i>letters, most of which are correctly formed</i></p> 	<p><i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions</i> <i>Describe events in some detail.</i> <i>Write short sentences using</i> <i>Known letter sound correspond sentences</i> <i>Spells Phase 2 and Phase 3 tricky</i> <i>Hold a pencil effectively in preparation for fluent</i> <i>writing – using the tripod grip in almost all cases.</i> <i>Write simple captions and phrases by identifying sounds in them and prepresentlg the sounds with a letter or letters.</i> <i>Spell phase 2 tricky words correctly</i> <i>Write recognisable</i> <i>letters, most of which are correctly formed</i></p> 
Phonics	<p>Teach: ai, ee,igh, oa Tricky words review <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> <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> <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i> <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> <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 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</i> <i>Read words consistent with phonic knowledge by sound blending</i></p> <div></div>	<p>Teach: oo, oo, ar, or. Tricky words: was, you, they <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> <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> <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i> <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> <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 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</i> <i>Read words consistent with phonic knowledge by sound blending</i></p> <div></div>	<p>Teach: ur, ow, oi, ear Tricky words: my, by, all <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> <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> <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i> <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> <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 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</i> <i>Read words consistent with phonic knowledge by sound blending</i></p> <div></div>	<p>Teach: air, er, double letters bb, rr, gg, dd,pp,ff, tt Tricky words: are, sure and pure <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> <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> <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i> <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> <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 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</i> <i>Read words consistent with phonic knowledge by sound blending</i></p> <div></div>	<p>Teach: longer words- sunshine, laptop, picnic, Tricky word review <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> <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> <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i> <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> <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 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</i> <i>Read words consistent with phonic knowledge by sound blending</i></p> <div></div> <div></div>	<p>Assessment <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> <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> <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i> <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> <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 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</i> <i>Read words consistent with phonic knowledge by sound blending</i></p> <div></div> <div></div>

Maths	<p><i>Length, height and time</i></p> <p>Begin to use non standards units of measure To compare length, weight, time and capacity</p> <div></div>	<p><i>Building 9 and 10</i></p> <p>Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10 <i>Have a deep understanding of number to 10, including the composition of each number.</i></p> <p>Conceptual subitising – Recognising smaller amounts within larger ones (Parts/whole) Count objects, actions and sounds. Count beyond 10 Links numeral with cardinal number value</p> <div></div>	<p><i>Building 9 and 10</i></p> <p>Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10 <i>Have a deep understanding of number to 10, including the composition of each number.</i></p> <p>Conceptual subitising – Recognising smaller amounts within larger ones (Parts/whole) Count objects, actions and sounds. Count beyond 10 Links numeral with cardinal number value</p> <div></div>	<p><i>Building 9 and 10</i></p> <p>Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10 <i>Have a deep understanding of number to 10, including the composition of each number.</i></p> <p>Conceptual subitising – Recognising smaller amounts within larger ones (Parts/whole) Count objects, actions and sounds. Count beyond 10 Links numeral with cardinal number value</p> <div></div>	<p><i>Exploring 3D shapes</i></p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’ Describe The properties of 2D and 3D shapes Develop an awareness of the Relationships between shapes. E.g. Compose and decompose shapes to see the shapes within shapes</p> <div></div>	<p><i>Exploring 3D shapes</i></p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’ Describe The properties of 2D and 3D shapes Develop an awareness of the Relationships between shapes. E.g. Compose and decompose shapes to see the shapes within shapes</p> <div></div>
PSED	<p>I understand that I need to exercise to keep my body healthy.</p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i> <i>Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p> <div></div>	<p>I understand how moving and resting are good for my body.</p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</i> <i>Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p> <div></div>	<p>I know which foods are healthy and not healthy and can make healthy eating choices.</p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</i> <i>Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p> <div></div>	<p>I know how to help myself go to sleep and I understand why sleep is good for me.</p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</i> <i>Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p> <div></div>	<p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</i> <i>Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p> <div></div>	<p>I know what a stranger is and how to stay safe if a stranger approaches me.</p> <p><i>Explain the reasons for rules, know right from wrong and try to behave accordingly; Begin to talk about examples of own or others’ appropriate behaviour Begin to understand how to make appropriate choices and why Identify and moderate their own responses socially and emotionally.</i></p> <div></div>
RE	<p>Story of Owl babies - new life focus</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</i></p>	<p>Baby animals</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Can talk about different life cycles Understands the need to respect and care for the natural environment and all living things</i></p>	<p>Easter Story</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; religious celebrations and being to explain what might happen during these celebrations</i></p>	<p>Easter Story</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; religious celebrations and being to explain what might happen during these celebrations</i></p>	<p>Stained Glass Crosses</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary religious celebrations and being to explain what might happen during these celebrations</i></p>	<p>Easter Cards and Bonnets</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture,</i></p>




















































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	<p><i>Can talk about different life cycles Understands the need to respect and care for the natural environment and all living things</i></p> <div><div><div>Tolerance</div><div>Liberty</div><div>Rule of Law</div></div><div><div>Respect</div><div>Enquire</div><div>Together</div></div><div><div>Respect</div></div><div><div>Together</div><div>Tolerance</div><div>Respect</div></div></div>	<div><div><div>Tolerance</div><div>Liberty</div><div>Rule of Law</div></div><div><div>Respect</div><div>Enquire</div><div>Respect</div></div></div>	<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> <i>Comments on pictures of a wide range of celebrations</i></p> <div><div><div>Tolerance</div><div>Liberty</div><div>Rule of Law</div></div><div><div>Enquire</div><div>Together</div><div>Respect</div></div><div><div>Respect</div></div><div><div>Respect</div><div>Generate</div><div>Tolerance</div><div>Respect</div></div></div>	<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> <i>Comments on pictures of a wide range of celebrations</i></p> <div><div><div>Tolerance</div><div>Liberty</div><div>Rule of Law</div></div><div><div>Enquire</div><div>Together</div><div>Respect</div></div><div><div>Respect</div></div><div><div>Respect</div><div>Generate</div><div>Tolerance</div><div>Respect</div></div></div>	<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> <i>Comments on pictures of a wide range of celebrations;</i></p> <div><div><div>Tolerance</div><div>Liberty</div></div><div><div>Rule of Law</div><div>Enquire</div></div><div><div>Respect</div><div>Together</div></div></div>	<p><i>form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. religious celebrations and being to explain what might happen during these celebrations</i> <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> <i>Comments on pictures of a wide range of celebrations</i> <i>Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</i></p> <div><div><div>Tolerance</div><div>Liberty</div></div><div><div>Rule of Law</div><div>Enquire</div></div><div><div>Together</div><div>Respect</div></div></div>
UW	<p>Map making – Supermarket Design you own map to guide you around the supermarket. <i>Draw information from a simple map. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to show accuracy and care when drawing.</i> <i>Modified Tripod Grasp</i> <i>Dynamic Tripod Grasp</i> <i>Write recognisable letters, most of which are correctly formed</i> <i>Write simple captions and phrases by identifying sounds in them and prepresentlg the sounds with a letter or letters.</i> <i>Spell phase 2 tricky words correctly</i></p> <div><div>Generate</div></div>	<p>St David’s Day – Who celebrates it? How is it celebrated? Why is it celebrated? <i>Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Recognise some environments that are different to the one in which they live. 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. Can name the some of the countries that make up the UK and at least 2 other countries Can identify similarities and Differences between homes in our country Can identify similarities and Differences between homes in other countries Use pictures to compare and contrast environments around the world</i></p> <div><div>Respect</div><div>Enquire</div><div>Together</div></div>	<p>International Women’s day <i>Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. 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Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. 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. Can name the some of the countries that make up the UK and at least 2 other countries Can identify similarities and Differences between homes in our country Can identify similarities and Differences between homes in other countries Use pictures to compare and contrast environments around the world</i></p> <div><div>Enquire</div><div>Together</div><div>Respect</div></div>	<p>Why do we recycle? <i>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Use pictures to compare and contrast environments around the world</i></p> <div><div>Rule of Law</div><div>Respect</div></div>	<p>Easter Story-Recall key parts of the Easter Story. Make Easter Cards <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. Compare and contrast characters from stories, including figures from the past. Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) Knows why religious venues are special and who goes there Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></p> <div><div>Respect</div></div>
EAD	<p>Design and make our own Supertato using different resources.</p>	<p>Collage daffodils <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -</i></p>	<p>Mothers day card making – paintings of important women in your life.</p>	<p>Make shamrocks <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>Make an igloo <i>Share their creations, explaining the process they have used; - Manage their own basic hygiene and personal needs, including dressing, going to</i></p>	<p>Easter bonnet making <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture,</i></p>

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	<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; - Make use of props and materials when role playing characters in narratives and stories.</i></p> <p><i>Join items with masking tape with support Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</i></p>	<p><i>Share their creations, explaining the process they have used;</i></p> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants;</i></p> <p><i>Begin to show accuracy and care when drawing.</i></p> <p><i>Draws potato people (no neck or body) Draws people with increasing detail (bodies with limbs and additional features) Children can draw simple things from memory Children begin to draw self-portraits, landscapes and buildings/cityscapes</i></p>	<p><i>Invent, adapt and recount narratives and stories with peers and their teacher;</i></p> <p><i>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p> <p><i>Use experiences and learnt stories to develop storylines in their pretend play Invent, adapt and recount narratives and stories with peers and their teacher Take part in simple pretend play, using an object to represent something else even though they are not similar Make use of props and materials when role playing characters in narratives and stories</i></p>	<p><i>Build simple models using a variety of resources</i></p> <p><i>Build models which replicate those in real life using a variety of resources</i></p> <p><i>Manipulates clay (rolls, cuts, squashes, pinches, twist etc.) Makes a model using clay</i></p>	<p>the toilet and understanding the importance of healthy food choices.</p> <p><i>Explores the natural world around them, making observations and drawing pictures of animals and plants</i></p> <p><i>Understand the effect of changing seasons on the natural world around, discussing when and how things grow</i></p> <p><i>Can say what plants need to survive Can talk about different life cycles Understands the need to respect and care for the natural environment and all living things</i></p> <p><i>Draw designs before making models Begin to add labels to designs Share their creations, explaining the process they have used</i></p>	<p><i>form and function; - Share their creations, explaining the process they have used;</i></p> <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>Join items with masking tape with support Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</i></p>
Music	<p>Listen and Respond - Lovely Day performed by Bill Withers</p> <p>Explore and Create- Using the games track, find the pulse in different ways</p> <p>Sing and Play - a. Learn to sing and play Old Macdonald</p> <p>Share and Perform- Share 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><i>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></p> <p><i>Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses</i></p> <p><i>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>Listen and Respond - Beyond The Sea sung by Robbie Williams</p> <p>Explore and Create- Create your own sounds (improvisation and composition with voices and/or instruments)</p> <p>Sing and Play Listen to, sing along with and play with the action song The Wheels On The Bus</p> <p>Share and Perform- Share 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><i>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 Old Macdonald</p> <p>Incy Wincy Spider</p> <p>Baa Baa Black Sheep</p> <p>Share and Perform- Share 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><i>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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		  	  	    	<i>Shares likes and dislikes about dances/performances</i>     	<i>Shares likes and dislikes about dances/performances</i>     
PE	<p><i>Net/ wall skills - throwing, catching movement</i></p> <p><i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</i></p> <p><i>Throwing ball underarm while stepping forward on the same side. Swings throwing arm down and forward on the same side. Releases ball and follows through with throwing arm</i></p> <p><i>Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through</i></p> <p><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> <p><i>Catching ball with both hands with feet stationary. Extends bent arms forward with feet stationary. Catches ball with hands away from body</i></p> <p><i>Trapping ball against chest with both hands. Extended arms forward. Catches ball against chest with arms and hands</i></p> <p><i>Catching ball in both hands while moving. Extends bent arms forward. Moves towards ball as it is caught. Brings ball close to body</i></p>     	<p><i>Net/ wall skills - throwing, catching movement</i></p> <p><i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</i></p> <p><i>Throwing ball underarm while stepping forward on the same side. Swings throwing arm down and forward on the same side. Releases ball and follows through with throwing arm</i></p> <p><i>Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through</i></p> <p><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> <p><i>Catching ball with both hands with feet stationary. Extends bent arms forward with feet stationary. Catches ball with hands away from body</i></p> <p><i>Trapping ball against chest with both hands. Extended arms forward. Catches ball against chest with arms and hands</i></p> <p><i>Catching ball in both hands while moving. Extends bent arms forward. Moves towards ball as it is caught. Brings ball close to body</i></p>     	<p><i>Striking/Fielding skills- chasing, stopping, striking and running</i></p> <p><i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p> <p><i>dominant leg practise on nondominant leg Alternate legs when hopping on the spot and land safely</i></p> <p><i>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 'hop scotch' position, jump two feet together, two feet apart</i></p> <p><i>Throwing ball underarm while stepping forward on the same side. Swings throwing arm down and forward on the same side. Releases ball and follows through with throwing arm</i></p> <p><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> <p><i>Walking forward, stopping and kicking the ball with follow through. Takes one or more steps towards the ball. Places support foot near ball with arm-leg oppositions. Straightens leg before touching the ball. Kicks the ball forward. Continues to move kicking leg forward after kick</i></p> <p><i>Walking forward, stopping and kicking the ball to a target</i></p>     	<p><i>Striking/Fielding skills- chasing, stopping, striking and running</i></p> <p><i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p> <p><i>dominant leg practise on nondominant leg Alternate legs when hopping on the spot and land safely</i></p> <p><i>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 'hop scotch' position, jump two feet together, two feet apart</i></p> <p><i>Throwing ball underarm while stepping forward on the same side. Swings throwing arm down and forward on the same side. 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Characteristics of Effective Learning	<p>The Foundation Stage the curriculum is delivered to develop the behaviours outlined in the Characteristics of Effective Learning. The behaviours in the characteristics of Effective Learning are grouped into three strands. The strands of the characteristics of effective learning are related to key themes in early childhood development they are</p> <ul style="list-style-type: none">• Playing and Exploring: Finding out and exploring; Using what they know in their play; Being willing to have a go• Active Learning: Being involved and concentrating; Keeping on trying; Enjoying achieving what they set out to do• Creating and Thinking Critically: Having their own idea; Using what they already know to learn new things; Choosing ways to do things and finding new ways. <p>The characteristics of Effective Learning focus on the process rather than the outcome. They enable children to approach opportunities with curiosity, energy and enthusiasm. Effective learning must be purposeful to a child, allowing them to practice and apply newly learnt skills in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p>
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