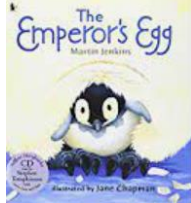
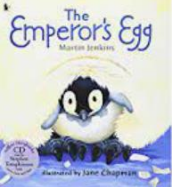


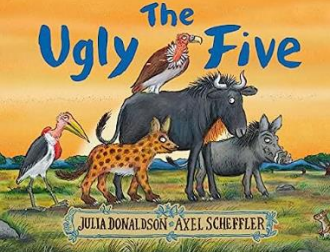
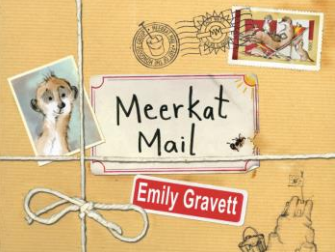





























































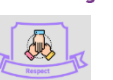





| | 15 th – 19 th April | 22 nd – 26 th April | 29 th April – 3 rd May | 6 th – 10 th May | 13 th – 17 th May | 20 th - 24 th May |
|----------------|---|--|---|--|---|--|
| | | Earth Day – 22nd April St George’s Day - 23rd World book night – 23rd April Captivating creatures – 25th April Penguin day – 25th April Passover - 22nd- 30th5 | Passover - 22nd- 30th International Dance Day – 29th International Jazz day- 30th World laughter day – 3rd May | | International Day of Families – 15th May International Museum day – 18th May | Africa Day – 25th May |
| Book Focus | The Emperors Egg  |  |  |  |  |  |
| Key vocabulary | Penguin, Egg, Antarctica, Snow, Ice, mummy, baby, fledge, feathers, protect, emperor, | Penguin, Egg, Antarctica, Snow, Ice, mummy, baby, fledge, feathers, protect, emperor, | Arctic, snow, Polar Bear, carnivore, survive, | Arctic, snow, Polar Bear, carnivore, survive, | Wildebeest and Warthog, Spotted Hyena, Lappet-Faced Vulture and Marabou Stork, friendship, | Meerkat, mail, letter, Postcard, send, deliver, Post Office, plain, family,ntravel, explore |
| Literacy/ CL | <p>Label the parts of a Penguin.</p> <p><i>Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. 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. Create collaboratively, sharing ideas, resources and skills.</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> <div> Generate Enquire</div> | <p>Life Cycle of a Penguin.</p> <p><i>Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. 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. 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Create collaboratively, sharing ideas, resources and skills.</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> <div> Respect Enquire</div> | <p>Polar Bear Facts</p> <p><i>Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</i></p> <p><i>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> <div> Enquire</div> | <p>Design and make your own animal to make the Ugly 6.</p> <p><i>Write about and describe your animal. Form lower-case and capital letters correctly.</i></p> <ul style="list-style-type: none">• <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i>• <i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i>• <i>Re-read what they have written to check that it makes sense</i> <p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></p> <ul style="list-style-type: none">• <i>Use a range of small tools, including scissors, paintbrushes and cutlery.</i>• <i>Begin to show accuracy and care when drawing.Invent, adapt and recount narratives and stories with peers and their teacher</i> <p><i>Write short sentences using Known letter sound correspondences</i></p> <p><i>Spells Phase 2 and Phase 3 tricky words correctly</i></p> | <p>Write a postcard</p> <p><i>Form lower-case and capital letters correctly.</i></p> <ul style="list-style-type: none">• <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i>• <i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i>• <i>Re-read what they have written to check that it makes sense</i> <p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</i></p> <ul style="list-style-type: none">• <i>Write recognisable letters, most of which are correctly formed.</i>• <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i>• <i>Write simple phrases and sentences that can be read by others.</i> <p><i>Write short sentences using Known letter sound correspondences</i></p> <p><i>Spells Phase 2 and Phase 3 tricky words correctly</i></p> <div> Generate</div> |

[illegible]

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| | | | | | <div>Understand the names of the different shapes, their properties, sequencing and that shapes can be combined to make new shapes. Understand that shapes can be combined to make new shapes. Understand that shapes can be combined to make new shapes.</div> <div><div>Aspire</div><div>Together</div><div>Resilience</div></div> | <div><div>Aspire</div><div>Together</div><div>Resilience</div></div> |
| Maths | <div>To 20 and Beyond</div> <div>Count objects, actions and sounds. • Subitise. • 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. Verbally count beyond 20, recognising the pattern of the counting system. Identify and represent numbers using objects and pictorial representations Read and write numbers to 20 i numerals and words.</div> <div><div>Generate</div><div>Enquire</div><div>Resilience</div></div> | <div>To 20 and Beyond</div> <div>Count objects, actions and sounds. • Subitise. • 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. Verbally count beyond 20, recognising the pattern of the counting system. Identify and represent numbers using objects and pictorial representations Read and write numbers to 20 i numerals and words.</div> <div><div>Generate</div><div>Enquire</div><div>Resilience</div></div> | <div>How many now?</div> <div>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. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Use concrete objects to find one more/one less than a given number Knows one more than/one less than a given number Given a number, identify one more or less. Solve one-step number problems</div> <div><div>Enquire</div><div>Generate</div><div>Resilience</div></div> | <div>Manipulate, compose and decompose</div> <div>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Combine shapes to create new ones – select, rotate and manipulate shapes 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 Use spatial reasoning skills to Create and solve problems Recognise and name common 2D and 3D shapes</div> <div><div>Generate</div><div>Enquire</div><div>Resilience</div></div> | <div>Manipulate, compose and decompose</div> <div>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Combine shapes to create new ones – select, rotate and manipulate shapes 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 Use spatial reasoning skills to Create and solve problems Recognise and name common 2D and 3D shapes</div> <div><div>Generate</div><div>Enquire</div><div>Resilience</div></div> | <div>Sharing and grouping</div> <div>Count objects, actions and sounds. • Subitise. • 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 Compare collections and begin to talk about which group has more Identify groups with the same number of things Use vocabulary more, less, fewer and same to compare quantities</div> <div><div>Generate</div><div>Enquire</div><div>Resilience</div></div> |
| PSED | <div>I can identify some of the jobs I do in my family and how I feel like I belong</div> <div>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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; Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; 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. Show ability to follow instructions involving several ideas or actions Increase their range of emotional vocabulary linked to relevant examples Talk about their feelings in more elaborated ways i.e. I’m sad because... Feel safe to express a range of feelings and begin to develop an understanding of why they are feeling that way</div> | <div>I know how to make friends to stop myself from feeling lonely</div> <div>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Show sensitivity to their own and to others’ needs. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Plays with one or more children in shared play but may dip in and out Plays with one or more children, extending and elaborating play ideas Understands who their friends are and what they need to do to sustain that friendship Begin to support a friend if they are upset or need help Begin to understand how others might be feeling and why Begin to consider and value other points of view particularly when they are different to their own Increase their range of emotional vocabulary linked to relevant examples Talk about their feelings in more elaborated ways i.e. I’m sad because... Feel safe to express a range of feelings and begin to develop an understanding of why they are feeling that way Identify and moderate their own responses socially and emotionally.</div> | <div>I can think of ways to solve problems and stay friends</div> <div>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Show sensitivity to their own and to others’ needs. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult Be able to talk through conflicts independently and begin to create resolutions independently</div> <div><div>Aspire</div><div>Together</div><div>Respect</div><div>Generate</div><div>Resilience</div><div>Tolerance</div></div> | <div>I am starting to understand the impact of unkind words</div> <div>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Show sensitivity to their own and to others’ needs. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Explain the reasons for rules, know right from wrong and try to behave accordingly; Begin to support a friend if they are upset or need help Begin to understand how others might be feeling and why Begin to consider and value other points of view particularly when they are different to their own Increase their range of emotional vocabulary linked to relevant examples Talk about their feelings in more elaborated ways i.e. I’m sad because... Feel safe to express a range of feelings and begin to develop an understanding of why they are feeling that way 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. Show ability to follow instructions involving several ideas or actions</div> | <div>I can use Calm Me time to manage my feelings</div> <div>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Show sensitivity to their own and to others’ needs. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Explain the reasons for rules, know right from wrong and try to behave accordingly; Begin to support a friend if they are upset or need help Begin to understand how others might be feeling and why Begin to consider and value other points of view particularly when they are different to their own Increase their range of emotional vocabulary linked to relevant examples Talk about their feelings in more elaborated ways i.e. I’m sad because... Feel safe to express a range of feelings and begin to develop an understanding of why they are feeling that way 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</div> | <div>I know how to be a good friend</div> <div>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Show sensitivity to their own and to others’ needs. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Explain the reasons for rules, know right from wrong and try to behave accordingly; Plays with one or more children in shared play but may dip in and out Plays with one or more children, extending and elaborating play ideas Understands who their friends are and what they need to do to sustain that friendship Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult Be able to talk through conflicts independently and begin to create resolutions independent support a friend if they are upset or need help Begin to understand how others might be feeling and why Begin to consider and value other points of view particularly when they are different to their own</div> |

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| |  |  | |  | <i>emotionally. Show ability to follow instructions involving several ideas or actions</i> |  |
| RE | <p>What are Stories</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;</i></p> <p><i>Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></p> <p><i>To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity</i></p> | <p>Stories with Morals</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;</i></p> <p><i>Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></p> <p><i>To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity</i></p> | <p>Parable of The Good Samaritan</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;</i></p> <p><i>Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></p> <p><i>To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity</i></p> | <p>Parable of Feeding the 5000</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;</i></p> <p><i>Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></p> <p><i>To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity</i></p> | <p>How can we help others</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;</i></p> <p><i>To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity</i></p> <p><i>Begin to consider and value other points of view particularly when they are different to their own</i></p> | <p>How can we be kind like the teachings in the Parables?</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;</i></p> <p><i>Begin to consider and value other points of view particularly when they are different to their own</i></p> |
| UW | <p>Life cycle of an Emperor penguin</p> <ul style="list-style-type: none">• <i>Recognise some similarities and differences between life in this country and life in other countries.</i>• <i>Explore the natural world around them.</i>• <i>Describe what they see, hear and feel whilst outside.</i>• <i>Recognise some environments that are different to the one in which they live.</i>• <i>Understand the effect of changing seasons on the natural world around them</i> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <ul style="list-style-type: none">• <i>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.</i> <p><i>Recognise some environments that are different to the one in which they live</i></p> <p><i>Use pictures to compare and contrast environments around the world</i></p> | <p>Penguin habitat- why do they live in cold conditions?</p> <p><i>Recognise some similarities and differences between life in this country and life in other countries.</i></p> <ul style="list-style-type: none">• <i>Explore the natural world around them.</i>• <i>Describe what they see, hear and feel whilst outside.</i>• <i>Recognise some environments that are different to the one in which they live.</i>• <i>Understand the effect of changing seasons on the natural world around them</i> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <ul style="list-style-type: none">• <i>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.</i> <p><i>Recognise some environments that are different to the one in which they live</i></p> <p><i>Use pictures to compare and contrast environments around the world</i></p> | <p>Passover – what is it?</p> <p><i>Understand that some places are special to members of their community.</i></p> <ul style="list-style-type: none">• <i>Recognise that people have different beliefs and celebrate special times in different ways.</i>• <i>Recognise some similarities and differences between life in this country and life in other countries.</i> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i></p> <ul style="list-style-type: none">• <i>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> <p><i>Develop positive attitudes about differences between people</i></p> <p><i>Can articulate some religious celebrations and being to explain what might happen during these celebrations</i></p> | <p>Why does ice melt? Science experiment of liquids and solids.</p> <p><i>Explore the natural world around them.</i></p> <ul style="list-style-type: none">• <i>Understand the effect of changing seasons on the natural world around them</i> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p> <p><i>Understand the effect of changing seasons on the natural world around, discussing when and how things grow</i></p> | <p>Differences in families</p> <p><i>Explains how life may be different for other children</i></p> <p><i>Make comparisons between life for children in different countries</i></p> <p><i>Recognise some environments that are different to the one in which they live</i></p> <p><i>Use pictures to compare and contrast environments around the world</i></p> | <p>Following maps and directing a partner around the school playground.</p> <p><i>Draw information from a simple map</i></p> <p><i>Identify features on a simple map (trees, house, river, mountain)</i></p> <p><i>Use maps to locate objects in ‘real life’</i></p> <p><i>Draw information from simple Maps</i></p> |
| EAD | <p>Create a sculpture of a penguin.</p> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> | <p>Make a habitat for your favourite animal from meet the creature day</p> <ul style="list-style-type: none">• <i>Safely use and explore a variety of</i> | <p>Create and perform a dance to Jazz music.</p> <p><i>Sing a range of well-known nursery rhymes and songs.</i></p> | <p>Ice painting a polar region</p> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,</i></p> | <p>Animal prints and drawings</p> <p><i>Safely use and explore a variety of materials, tools and techniques,</i></p> | <p>Design a postcard for the meerkat to send using a range of materials</p> |

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| | <p>• Share their creations, explaining the process they have used. Build models which replicate those in real life using a variety of resources Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms, in their products</p> <div></div> | <p>materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>• Share their creations, explaining the process they have used.</p> <p>• Make use of props and materials when role playing characters in narratives and stories.</p> <p>Join items with masking tape with support Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc Explore different materials freely, in order to develop their ideas about how to use them and what to make Make informed choices of which material is best to use when junk modelling</p> <div></div> | <p>Talk about how music makes them feel Listen attentively, move to and talk about music, expressing their feelings and responses Play instruments with increasing control to express their feelings and ideas Plays instruments in time to music</p> <div></div> | <p><i>texture, form and function.</i></p> <p>• <i>Share their creations, explaining the process they have used.</i></p> <p>• <i>Make use of props and materials when role playing characters in narratives and stories.</i></p> <p>Can hold a paintbrush using a tripod grip Paintings show greater attention to detail</p> <div></div> | <p><i>experimenting with colour, design, texture, form and function.</i></p> <p>• <i>Share their creations, explaining the process they have used.</i></p> <p>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 Detailed pictures of Other objects using shapes More detailed representations of multiple objects</p> <div></div> | <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p>• <i>Share their creations, explaining the process they have used.</i></p> <p>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 Detailed pictures of Other objects using shapes More detailed representations of multiple objects</p> <div></div> |
| Music | <p>Listen and Respond: Big Bear Funk by Joanna Mangona: Play the song and find the pulse together. . Explore and Create using voices and instruments: . Find the pulse in different ways Lean to sing: Start to learn to sing Big Bear Funk and respond to the copyback section. Dance during the activity section Share and Perform what has taken place in today’s 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> <i>Listen attentively, move to and talk about music, expressing their feelings and responses lays instruments in time to music</i> <i>Learn longer routines, beginning to match pace</i> <i>Shares likes and dislikes about dances/performances</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <i>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</i></p> | <p>Listen and Respond - I Feel Good by James Brown- Find the pulse together. Explore and Create: Rhythm games (copyback teacher then child-led) Learn to Sing: Revisit activity singing and start playing instruments. Share and Perform ● Share and perhaps perform what has taken place in today’s 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> <i>Listen attentively, move to and talk about music, expressing their feelings and responses lays instruments in time to music</i> <i>Learn longer routines, beginning to match pace</i> <i>Shares likes and dislikes about dances/performances</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <i>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</i></p> | <p>Listen and Respond - Don't You Worry 'Bout A Thing performed by Incognito Explore and Create: Explore pitch by creating your own sounds with voices and instruments (copyback games and riff building leading to improvisation and composition) Learn to sing: Revisit a song from a previous Unit Share and Perform ● Share and perhaps perform what has taken place in today’s 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> <i>Listen attentively, move to and talk about music, expressing their feelings and responses lays instruments in time to music</i> <i>Learn longer routines, beginning to match pace</i> <i>Shares likes and dislikes about dances/performances</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <i>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</i></p> | <p>Listen and Respond - My Promise by Earth Wind & Fire Explore and Create: . Find the pulse in different ways Learn to sing: Sing Big Bear Funk including the copyback section. Dance during the activity section Share and Perform: ● Share and perhaps perform what has taken place in today’s 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> <i>Listen attentively, move to and talk about music, expressing their feelings and responses lays instruments in time to music</i> <i>Learn longer routines, beginning to match pace</i> <i>Shares likes and dislikes about dances/performances</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <i>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</i></p> | <p>Listen and Respond: Superstition by Stevie Wonder. Have fun finding the pulse. Explore and Create: Find the pulse in different ways Learn to sing: Revisit a song from a previous Unit Share and perform: Share and perhaps perform what has taken place in today’s 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> <i>Listen attentively, move to and talk about music, expressing their feelings and responses lays instruments in time to music</i> <i>Learn longer routines, beginning to match pace</i> <i>Shares likes and dislikes about dances/performances</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <i>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</i></p> | <p>Listen and Respond - Pick Up The Pieces by Average White Band. Have fun finding the pulse. Explore and Create: Explore pitch by creating your own sounds with voices and instruments Learn to sing: Revisit a song from a previous Unit Share and perform: Share and perhaps perform what has taken place in today’s 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> <i>Listen attentively, move to and talk about music, expressing their feelings and responses lays instruments in time to music</i> <i>Learn longer routines, beginning to match pace</i> <i>Shares likes and dislikes about dances/performances</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <i>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes,</i></p> |

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| |    |    |    |    |    | <i>poems and stories with others, and (when appropriate) try to move in time with music</i>   |
| PE | <p>Athletics-Running, Jumping and throwing</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others; -</p> <p>Demonstrate strength, balance and coordination when playing; -</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><i>Begin to perform different types of jumps landing safely. Jump on the spot moving from feet together to feet apart 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>Athletics-Running, Jumping and throwing</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others; -</p> <p>Demonstrate strength, balance and coordination when playing; -</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><i>Begin to perform different types of jumps landing safely. Jump on the spot moving from feet together to feet apart 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. 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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 | | | | | |

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| | already know to learn new things; Choosing ways to do things and finding new ways. The characteristics of Effective Learning focus on the process rather than the outcome. They enable children to approach opportunities with curiosity, energy and enthusiasm. Effective learning must be purposeful to a child, allowing them to practice and apply newly learnt skills in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development. | | | | | |
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