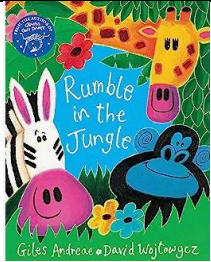
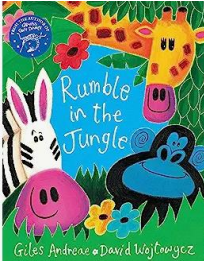
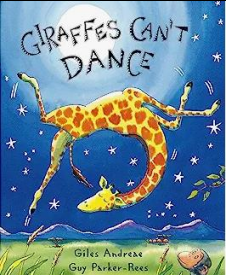
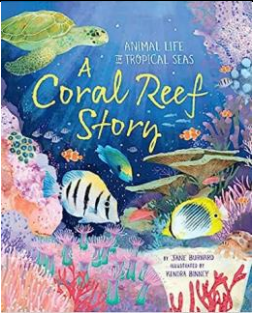
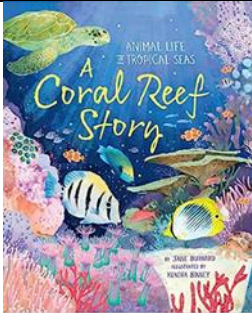
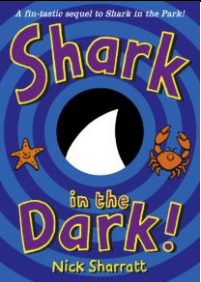
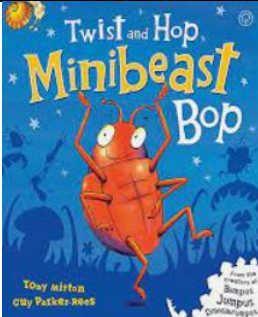





















































































	3 rd - 7 th June	10 th – 14 th June	17 th – 21 st June	24 th – 28 th June	1 st – 5 th July	8 th – 12 th July	15 th – 19 th July	22 nd – 26 th July
	World Environmental Day – 5 th June	Kings Official birthday - 15 th Fathers Day – 16th June	Eid- 16 th -17 th June Make Music Day – 21 st June Giraffe Day - 21 st June		Joke day -1 st July World chocolate day – 7 th July	Shark Awareness Day – 14 th July		
Book Focus								
Key vocabulary	Jungle, trees, animals ,leaves ,lion, snake, giraffe, Elephant, Hippopotamus, Crocodile, Gorilla,	Jungle, trees, animals ,leaves ,lion, snake, giraffe, Elephant, Hippopotamus, Crocodile, Gorilla,	Giraffe, tall, animal, jungle, dance, difficult, Friendship,	Coral reef, Ocean, sea, water, Shark, Turtles, Parrot Fish, clownfish, Eel, shells, hunt, play, food, survive,	Coral reef, Ocean, sea, water, Shark, Turtles, Parrot Fish, clownfish, Eel, shells, hunt, play, food, survive,	Bedtime, Window, Boy, toy, Sky, Moon, Dark, Great white shark, Yacht, sail, Telescope, Left, Right, Seagull, Ice Cream,	Woods, trees, Minibeast, bop, ants, beetles, shells, snail, sad, worms, wriggle, soft ,silky, slugs, slither, slime, Ladybirds, Butterflies, frown, band, dancing, Piano, Guitar, music, boulder, rock, Show, party,	Memories, favourite, friends, family, love, kind, help, support, excited, nervous, emotions, fun.
Literacy/ CL	<p><i>Jungle animal Fact file. Which is your favourite Jungle animal and why?</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>Spell three letter and four-letterb words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly</p> <p>Write short sentences</p>	<p><i>Letters/Birthday Cards to the King.</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>Spell three letter and four-letterb words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly</p> <p>Write short sentences</p> <p>Using known</p>	<p>Talent show- What are you good at? What are your friends good at? What do you find difficult.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>• Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Participate in small group, class and one-to-</p>	<p>How do we care for the ocean- Design a poster and caring for animals that live under the sea.</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>Spell three letter and four-letterb words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly</p>	<p>Persuasive text-visiting the coral</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>Spell three letter and four-letterb words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly</p> <p>Write short sentences</p>	<p>Rhyming words-match the words that rhyme. Can you think of words that rhyme.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Learn rhymes, poems and songs</p> 	<p>Make a minibeast habitat-write about your Habitat.</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>Spell three letter and four-letterb words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly</p>	<p>My favourite memories</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; 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. 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</i></p>












































	<p>Using known Letter sound correspondences Spells Phase 2 and Phase 3 tricky words correctly Say a sentence, write and read it back to check it makes sense Begin to form lowercase And capital letters correctly Write recognisable letters, most of which are correctly formed</p> <div></div>	<p>Letter sound correspondences Spells Phase 2 and Phase 3 tricky words correctly Say a sentence, write and read it back to check it makes sense Begin to form lowercase and capital letters correctly Write recognisable letters, most of which are correctly formed</p> <div></div>	<p>one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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>Participate in small group, class and one-to-one discussions, Offering own ideas, Using recently introduced vocabulary. Express ideas and Feelings about Experiences using full sentences.</p> <div><div></div><div></div></div> <div></div>	<p>Write short sentences Using known Spells Phase 2 and Phase 3 tricky words correctly Say a sentence, write and read it back to check it makes sense Begin to form lowercase and capital letters correctly Write recognisable letters, most of which are correctly formed</p> <div></div>	<p>Using known Letter sound correspondences Spells Phase 2 and Phase 3 tricky words correctly Say a sentence, write and read it back to check it makes sense Begin to form lowercase and capital letters correctly Write recognisable letters, most of which are correctly formed</p> <div></div>		<p>Write short sentences Using known Letter sound correspondences Spells Phase 2 and Phase 3 tricky words correctly Say a sentence, write and read it back to check it makes sense Begin to form lowercase and capital letters correctly Write recognisable letters, most of which are correctly formed</p> <div></div>	<p>and books that are consistent with their phonic knowledge, including some common exception words. 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 other Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. Spells Phase 2 tricky words correctly Write short sentences using known lettersound correspondences Spells Phase 2 and Phase 3 tricky words correctly Say a sentence, write and read it back to check it makes sense Write recognisable letters, most of which are correctly formed Begin to use capital letters, finger spaces and full stops when writing sentences. Re-read what they have written to check that it makes sense.</p> <div></div>
Phonics	<p>Phase 4 CVCC and CCVC words with long vowel sounds Tricky words: we he she me be of says there when what one Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their</p>	<p>CCV/ CCVCC/ CCVC words Tricky Words: are pure sure here little says was do were Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-</p>	<p>Words ending in s /s/ Words ending in s /z/ Review words ending –es Longer words Tricky Words: my by like some come love do Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their</p>	<p>Root words with –ing Root words with –ed /t/ Root words with –ed /id/ /ed Root words with –ed /d/ Tricky Words: the I go no you said so have like Say a sound for each letter in the alphabet and at least 10 digraphs; -</p>	<p>Root words with –er Root words with –est Tricky Words: to into all are they one out today Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic</p>	<p>Assessment Week 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.</p>	<p>Review Week 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.</p>	<p>Review Week 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,</p>

























different parts of a book, page






	<p>English text from left to right and from top to bottom</p> <div><div>Generate</div><div>Aspire</div><div></div></div>	<div><div>Generate</div><div>Aspire</div><div></div></div>			<p>sequencing and that we read English text from left to right and from top to bottom</p> <div><div>Generate</div><div>Aspire</div><div></div></div>			<p>soundblending. Say a sound for each letter in the alphabet and at least 10 digraphs from Phase 3. Read simple phrases and sentences made up of words with known letter–sound correspon -dences and, where necessary, a few exception words. Understand the names of the different parts of a book, page sequencing and that we read English text from left to right and from top to bottom</p> <div><div>Generate</div><div>Aspire</div><div></div></div>
Maths	<p>Sharing and grouping</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <ul style="list-style-type: none">• 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 <p>Can physically partition several things into two groups and can recognise these groups can be recombined to make the same total</p> <div><div><div>Generate</div><div>Aspire</div><div></div></div><div></div></div>	<p>Visualise, build and map</p> <p>Continue, copy and create repeating patterns</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> <p>Identify the unit of repeat</p> <p>Continue an ABC Pattern that ends bmid unit</p> <p>Continue band create More complex patterns.</p> <p>E.g. ABC, ABB, ABBC. Spotting errors in patterns</p> <p>Record patterns by symbolising the unit structure</p> <div><div><div>Generate</div><div>Aspire</div><div></div></div><div></div></div>	<p>Visualise, build and map</p> <p>Continue, copy and create repeating patterns</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> <p>Identify the unit of repeat</p> <p>Continue an ABC Pattern that ends bmid unit</p> <p>Continue band create More complex patterns.</p> <p>E.g. ABC, ABB, ABBC. 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Spotting errors in patterns</p> <p>Record patterns by symbolising the unit structure</p> <div><div><div>Generate</div><div>Aspire</div><div></div></div><div></div></div>	<p>Make connections</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <ul style="list-style-type: none">• Subitise (recognise quantities without counting) up to 5.• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <ul style="list-style-type: none">• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.. <p>To compare length, weight, time and capacity</p> <p>Compare, describe and solve practical problems for: length, mass/weight, capacity</p> <p>To compare length, weight, time and capacity</p> <p>Compare, describe and solve practical problems for: length, mass/weight, capacity</p> <p>Begin to solve problems involving sharing and halving</p> <p>Solve one-step number problems involving addition, subtraction, division and multiplication. Recognise, find and name half and quarter of an object, shape or quantity</p> <p>Identify and represent numbers using objects and pictorial representations</p> <p>Read and write numbers to 20 in numerals and words</p> <p>Represent and use number bonds and related facts within 20.</p> <p>Represent and use</p>	<p>Consolidation</p> <p>Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally..</p> <p>To compare length, weight, time and capacity</p> <p>Compare, describe and solve practical problems for: length, mass/weight, capacity</p> <p>To compare length, weight, time and capacity</p> <p>Compare, describe and solve practical problems for: length, mass/weight, capacity</p> <p>Begin to solve problems involving sharing and halving</p> <p>Solve one-step number problems involving addition, subtraction, division and multiplication. 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					<div>number bonds</div> <div>Solve one-step number problems involving addition, subtraction, division and multiplication</div> <div>Count to and across 100</div> <div>Count, read and write numbers to 100 in numerals</div> <div>Read and write numbers from 1 to 20 in numerals</div> <div><div><div></div><div></div><div></div></div><div><div></div><div></div></div></div>	<div><i>Given a number, identify one more or less. Solve one-step number problems multiplication. Recognise, find and name half and quarter of an object, shape or quantity</i></div> <div><i>Identify and represent numbers using objects and pictorial representations involving sharing and halving</i></div> <div><i>Solve one-step number problems involving addition, subtraction, division and multiplication. Recognise, find and name half and quarter of an object, shape or quantity</i></div> <div><i>Given a number, identify one more or less. Solve one-step number problems</i></div> <div><div><div></div><div></div><div></div></div><div><div></div><div></div></div></div>	<div><i>Given a number, identify one more or less. Solve one-step number problems multiplication. Recognise, find and name half and quarter of an object, shape or quantity</i></div> <div><i>Identify and represent numbers using objects and pictorial representations involving sharing and halving</i></div> <div><i>Solve one-step number problems involving addition, subtraction, division and multiplication. Recognise, find and name half and quarter of an object, shape or quantity</i></div> <div><i>Given a number, identify one more or less. Solve one-step number problems</i></div> <div><div><div></div><div></div><div></div></div><div><div></div><div></div></div></div>	<div><i>Solve one-step number problems involving addition, subtraction, division and multiplication. Recognise, find and name half and quarter of an object, shape or quantity</i></div> <div><i>Given a number, identify one more or less. Solve one-step number problems multiplication. Recognise, find and name half and quarter of an object, shape or quantity</i></div> <div><i>Identify and represent numbers using objects and pictorial representations involving sharing and halving</i></div>
PSED	<div>I can name parts of the body</div> <div><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i> - Explain the reasons for rules, know right from wrong and try to behave accordingly;</div> <div>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</div> <div><i>Know that their preferences should be respected by others See themselves as a valuable individual</i></div> <div></div>	<div>I can tell you some things I can do and foods I can eat to be healthy</div> <div><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></div> <div><i>Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></div> <div></div>	<div>I understand that we all grow from babies to adults.</div> <div><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></div> <div><i>Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></div> <div><div><div></div><div></div></div><div><div></div><div></div></div></div>	<div>I can express how I feel about moving to Year 1</div> <div><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></div> <div><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i> - Explain the reasons for rules, know right from wrong and try to behave accordingly;</div> <div>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</div> <div><i>Understands why changes have been made e.g. lining up at a different door, going to a different room in the school Embraces change as much as consistency e.g. understands it is a ‘special’ event</i></div> <div></div>	<div>I can talk about my worries and/or the things I am looking forward to about being in Year 1</div> <div><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></div> <div><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i> - Explain the reasons for rules, know right from wrong and try to behave accordingly;</div> <div>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</div> <div><i>Understands why changes have been made e.g. lining up at a different door, going to a different room in the school Embraces change as much as consistency e.g. understands it is a ‘special’ event</i></div> <div><i>Begin to consider and value other points of view particularly when they are different to their own</i></div> <div><i>Talk about their feelings in more elaborated ways i.e. I’m sad because... Feel safe to express a range of feelings and begin to develop an understanding of why they are feeling that way</i></div> <div></div> <div></div>	<div>I can share my memories of the best bits of this year in Reception</div> <div><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></div> <div><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i> - Explain the reasons for rules, know right from wrong and try to behave accordingly;</div> <div>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</div> <div><i>Understands why changes have been made e.g. lining up at a different door, going to a different room in the school Embraces change as much as consistency e.g. understands it is a ‘special’ event</i></div> <div><i>Begin to consider and value other points of view particularly when they are different to their own</i></div> <div><i>Talk about their feelings in more elaborated ways i.e. I’m sad because... 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RE	<p>What Is special to you?</p> <p>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;</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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>Begin to consider and value other points of view particularly when they are different to their own</p> <p>Knows that there are special places of worship</p>	<p>Where is special to you?</p> <p>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;</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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>Begin to consider and value other points of view particularly when they are different to their own</p> <p>Knows that there are special places of worship</p>	<p>What is a special Place</p> <p>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;</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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>Begin to consider and value other points of view particularly when they are different to their own</p> <p>Knows that there are special places of worship</p>	<p>Research special places for different religions</p> <p>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;</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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>Begin to consider and value other points of view particularly when they are different to their own</p> <p>Knows that there are special places of worship</p> <p>Can name different religious venues – Church, Mosque, Temple and Gurdwara</p> <p>Knows why religious venues are special and who goes there</p> <p>Develop positive attitudes about differences between people</p> <p>Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>	<p>Look at similarities and differences in places of Worship</p> <p>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;</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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>Begin to consider and value other points of view particularly when they are different to their own</p> <p>Knows that there are special places of worship</p> <p>Can name different religious venues – Church, Mosque, Temple and Gurdwara</p> <p>Knows why religious venues are special and who goes there</p> <p>Develop positive attitudes about differences between people</p> <p>Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>	<p>Together — Visit a local church</p> <p>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;</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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>Begin to consider and value other points of view particularly when they are different to their own</p> <p>Knows that there are special places of worship</p> <p>Can name different religious venues – Church, Mosque, Temple and Gurdwara</p> <p>Knows why religious venues are special and who goes there</p> <p>Develop positive attitudes about differences between people</p> <p>Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>	<p>Draw/Paint places of worship.</p> <p>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;</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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>Begin to consider and value other points of view particularly when they are different to their own</p> <p>Knows that there are special places of worship</p> <p>Can name different religious venues – Church, Mosque, Temple and Gurdwara</p> <p>Knows why religious venues are special and who goes there</p> <p>Develop positive attitudes about differences between people</p> <p>Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>	
	    	    	     	     	     	     	  	
UW	<p>How to look after our environment</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. •</p>	<p>All about King Charles II</p> <p>Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Who celebrates Eid and what is it?</p> <p>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.</p> <p>Comments on</p>	<p>What lives in a coral reef?</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them,</p>	<p>Observations of the coral reef – use sense to describe</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the</p>	<p>All about Sharks</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them, including the</p>	<p>Where do minibeast live?</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around</p>	<p>My favourite memories of this year</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and</p>

	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Use pictures to compare and contrast environments around the world</p>   	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>• 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.</p> <p>Talk about the lives of the people around them and their roles in society</p>   	<p>pictures of a wide range of celebrations (Diwali, Eid, Christmas)</p> <p>Can name different religious venues – Church, Mosque, Temple and Gurdwara</p> <p>Knows why religious venues are special and who goes there</p> <p>Develop positive attitudes about differences between people</p> <p>Can articulate some religious celebrations and being to explain what might happen during these celebrations</p>      	<p>including the seasons and changing states of matter</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Use pictures to compare and contrast environments around the world</p>   	<p>natural world around them, including the seasons and changing states of matter</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Use pictures to compare and contrast environments around the world</p>    	<p>seasons and changing states of matter</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Use pictures to compare and contrast environments around the world</p> 	<p>them, including the seasons and changing states of matter</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Use pictures to compare and contrast environments around the world</p> 	<p>making use of conjunctions, with modelling and support from their teacher</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> 
EAD	<p>Jungle paintings</p> <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.• Make use of props and materials when role playing characters in narratives and stories. <p>Create patterns or meaningful pictures when Printing</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern,</p>	<p>Fathers day card making</p> <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.• Make use of props and materials when role playing characters in narratives and stories. <p>Draws people with increasing detail (bodies with limbs and additional features)</p> 	<p>Make your own musical instrument.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <ul style="list-style-type: none">• Sing a range of well-known nursery rhymes and songs. <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Plays instruments in time to music</p> <p>Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</p> <p>Make informed choices of which material is best to use when junk modelling</p> 	<p>Create a coral reef – printing with different materials.</p> <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.• Make use of props and materials when role playing characters in narratives and stories. <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape,</p>	<p>Chocolate lollipop making.</p> <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.• Make use of props and materials when role playing characters in narratives and stories. <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Build structures, exploring how they can be made stronger,</p>	<p>Salt dough shark teeth</p> <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.• Make use of props and materials when role playing characters in narratives and stories. <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Build structures, exploring how they can be made stronger,</p>	<p>Build a bug hotel</p> <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.• Make use of props and materials when role playing characters in narratives and stories. <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>End of year assembly</p>

	<p>texture, line, shape, form and space</p> 			<p>form and space</p>  	<p>stiffer and more stable</p> <p>Explore and use mechanisms, in their products</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>stiffer and more stable</p> <p>Explore and use mechanisms, in their products</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>Explore and use mechanisms, in their products</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>  	
Music	<p>Listen and Appraise (Reflect and Rewind)</p> <p>Listen and Appraise - William Tell Overture by Rossini (Romantic period)</p> <p>Rewind and Listen Out! Celebration by Kool And The Gang. A listening activity to remember songs, instruments and their sounds.</p> <p>Musical Activities (Reflect, Rewind and Replay)</p> <p>Compose with the Song Big Bear Funk</p> <p>Perform and Share (Replay) ● Prepare for a performance of nursery rhymes, songs and activities from the year.</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>Listen attentively, move to and talk about music, expressing their feelings and responses</i></p> <p><i>lays instruments in time to music</i></p> <p><i>Learn longer routines, beginning to match pace</i></p>	<p>Listen and Appraise (Reflect and Rewind)</p> <p>Listen and Appraise - Dance Of The Sugar Plum Fairy by Tchaikovsky (the Romantic period)</p> <p>Rewind and Listen Out! Ganesh Is Fresh by MC Yogi. A listening activity to remember songs, instruments and their sounds.</p> <p>2. Musical Activities (Reflect, Rewind and Replay)</p> <p>The Language of Music - Music has its own language which you will get familiar with over time. Watch the cartoons and videos to embed your learning</p> <p>. Perform and Share ● Prepare for a performance of nursery rhymes, songs and activities from the year.</p> <p><i>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate</i></p>	<p>. Listen and Appraise (Reflect and Rewind)</p> <p>●Listen and Appraise - Flight Of The Bumblebee by Rimsky-Korsakov</p> <p>2. Musical Activities (Reflect, Rewind and Replay) Rewind and Replay (Revision) - revisit songs from the year.</p> <p>Perform and Share (Replay) ● Prepare for a performance of nursery rhymes, songs and activities from the year</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>Listen attentively, move to and talk about music, expressing their feelings and responses</i></p> <p><i>lays instruments in time to music</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><i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i></p> <p><i>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</i></p>	<p>Listen and Appraise (recognising basic style indicators) Listen and Appraise - Jupiter, The Bringer Of Jollity by Gustav Holst (Early 20th Century)</p> <p>Musical Activities (Reflect, Rewind and Replay) ● Compose with the Song Incy Wincy Spider</p> <p>Perform and Share (Replay) ● Prepare for a performance of nursery rhymes, songs and activities from the year.</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>Listen attentively, move to and talk about music, expressing their feelings and responses</i></p> <p><i>lays instruments in time to music</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><i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i></p> <p><i>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and</i></p>	<p>Listen and Appraise (Reflect and Rewind)</p> <p>Listen and Appraise - Fantasia On A Theme By Thomas Tallis by Ralph Vaughan Williams (early 20th Century) ● Rewind and Listen Out! Frogs’ Legs and Dragons’ Teeth by Bellowhead. A listening activity to remember songs, instruments and their sounds.</p> <p>Musical Activities (Reflect, Rewind and Replay) ● Compose with the Song Rock-A-Bye Baby</p> <p>. Perform and Share (Replay) ● Prepare for a performance of nursery rhymes, songs and activities from the year.</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>Listen and Appraise (Reflect and Rewind) ● Listen and Appraise - E.T. Flying Theme by John Williams (Contemporary film music) ● Rewind and Listen Out! I Feel Good by James Brown. A listening activity to remember songs, instruments and their sounds</p> <p>. Musical Activities (Reflect, Rewind and Replay)</p> <p>The Language of Music - Music has its own language which you will get familiar with over time. Watch the cartoons and videos to embed your learning</p> <p>. Perform and Share (Replay) ● Prepare for a performance of nursery rhymes, songs and activities from the year.</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>Listen attentively, move to and talk about music, expressing their feelings and responses</i></p>	<p>Pick and Mix week- Listen and Appraise</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Sing and revisit nursery rhymes and action songs</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments Riff-based composition</p> <p>Share and perform the learning that has taken place</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>Listen attentively, move to and talk about music, expressing their feelings and responses</i></p>	

	<p><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> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p> <div><div><div>Generate</div><div>Aspire</div><div>Together</div></div><div><div><div></div></div><div><div>Liberty</div></div><div><div>Respect</div></div></div></div>	<p>– try to move in time with music.</p> <p><i>Listen attentively, move to and talk about music, expressing their feelings and responses</i> <i>lays instruments in time to music</i> Learn longer routines, beginning to match pace <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> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p> <div><div><div>Generate</div><div>Aspire</div><div>Together</div></div><div><div><div></div></div><div><div>Liberty</div></div><div><div>Respect</div></div></div></div>	<div><div><div>Generate</div><div>Aspire</div><div>Together</div></div><div><div><div></div></div><div><div>Liberty</div></div><div><div>Respect</div></div></div></div>	<p>(when appropriate) try to move in time with music</p> <div><div><div>Generate</div><div>Aspire</div><div>Together</div></div><div><div><div></div></div><div><div>Liberty</div></div><div><div>Respect</div></div></div></div>	<p><i>Listen attentively, move to and talk about music, expressing their feelings and responses</i> <i>lays instruments in time to music</i> Learn longer routines, beginning to match pace <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> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p> <div><div><div>Generate</div><div>Aspire</div><div>Together</div></div><div><div><div></div></div><div><div>Liberty</div></div><div><div>Respect</div></div></div></div>	<p><i>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> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p> <div><div><div>Generate</div><div>Aspire</div><div>Together</div></div><div><div><div></div></div><div><div>Liberty</div></div><div><div>Respect</div></div></div></div>	<p><i>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> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p> <div><div><div>Generate</div><div>Aspire</div><div>Together</div></div><div><div><div></div></div><div><div>Liberty</div></div><div><div>Respect</div></div></div></div>	
PE	<p>Games-Tag Games, Dodgeball, Running Games, Teamwork. Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <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> <i>Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit the ball towards a target</i> <i>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</i></p> <div><div><div>Together</div><div>Aspire</div><div></div></div><div><div><div></div></div><div><div>Liberty</div></div></div></div>	<p>Games-Tag Games, Dodgeball, Running Games, Teamwork. Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <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> <i>Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. 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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>							