	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	Eid- 16 th -17 th June Make Music Day – 21 st		Joke day -1 st July World chocolate day –	Shark Awareness Day – 14 th July		
		Fathers Day – 16th June	June Giraffe Day - 21 st June		7 th July			
Book Focus	Rumble in the Jungle Giles Andreas David Wajtengez	Rumble in the Jungle Gilss Androse David Wajtongez	CIRAFFES CIN'T. DANCE * * *	A BURAL LITE A COMOL REAL Schory Constant Real Schory Constant Real Schory Constant Real Schory	ALPLET A CORAL Reef Story	A The section sequel to Shark in the Park Shappy by the sector of the s	Twist and Hop. Minibeast Bop Bop Toy sites are	
Key vocabulary	Jungle, trees, animals ,leaves ,lion, snake, giraffe, Elephant, Hippopotamus, Crocodile, Gorlilla,	Jungle, trees, animals ,leaves ,lion, snake, giraffe, Elephant, Hippopotamus, Crocodile, Gorlilla,	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	Jungle animal Fact file.	Letters/Birthday Cards	Talent show-	How do we care for the	Persuasive text-visiting	Rhyming words-match	Make a minibeast	My favourite
	Sungle chimic ruce file.Which is your favouriteJungle animal and why?Write recognisable letters,most of which are correctlyformed. • Spell words byidentifying sounds in themand representing thesounds with a letter orletters. • Write simplephrases and sentences thatcan be read by others.Spell three letter andfour-letterb words byidentifying sounds inthem and representingthe sounds with a letter orlettersWrite simple captionsand phrasesby identifyingsounds in them andrepresenting the soundswith a letteror letters. Spells Phase2 tricky wordscorrectlyWrite short sentences	to the King. 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. Spell three letter and four-letterb words by identifying sounds in them and representing the sounds with a letter or letters 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	 What are you good at? What are your friends good at? What do you find difficult. Invent, adapt and recount narratives and stories with peers and their teacher. 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. Participate in small group, class and one-to- 	ocean- Design a poster and caring for animals that live under the sea. 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. Spell three letter and four-letterb words by identifying sounds in them and representing the sounds with a letter or letters 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	the coral 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. Spell three letter and four-letterb words by identifying sounds in them and representing the sounds with a letter or letters 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	the words that rhyme. Can you think of words that rhyme. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Learn rhymes, poems and songs	habitat-write about your Habitat. 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. Spell three letter and four-letterb words by identifying sounds in them and representing the sounds with a letter or letters 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	memories Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tool including scissors, paint brushes and cutlery; Demonstrate understanding of what he 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 lette in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge b sound-blending; - Read aloud simple 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 Correction Correctly formed	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	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. 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.	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 Expire Cogether	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		Write short sent Using known Letter sound con Spells Phase 2 and Phase 3 tric words correctly Say a sentence, write and read i to check it make sense Begin to form lowercas and capital letters correctly Write recognisable letters, most of which are correctly formed Cenerate Togeth
Phonics	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	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-	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	Root words withing Root words withed /t/ Root words withed /id/ /ed Root words withed /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; -	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	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.	Review Wee Say a sound for the alphabet an digraphs; - Read consistent with knowledge by so Read aloud simp and books that with their phoni including some of exception words

entences

correspondences 2 tricky ctly ce, ad it back akes

case

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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 correspond ences 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.



/eek

for each letter in t and at least 10 lead words ith their phonic by sound-blending; simple sentences that are consistent toonic knowledge, me common ords.

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,

Write recognisable letters, most	Write recogni
of which are correctly formed; -	of which are a
Spell words by identifying	Spell words by
sounds in them and representing the sounds with a	sounds in the representing
letter or letters; - Write simple	letter or letter
phrases and sentences that can	phrases and s
be read by others.	be read by otl
Demonstrate understanding of	Demonstrate
what has been read to them by	what has been
retelling stories and narratives using their own words and	retelling storie using their ow
recently introduced vocabulary;	recently intro
Hold a pencil effectively in	Hold a pencil
preparation for fluent writing –	preparation fo
using the tripod grip in almost	using the trip
all cases; - Use a range of small	all cases; - Us
tools, including scissors, paint brushes and cutlery;	tools, includin brushes and c
Write recognisable letters, most	Write recogni
of which are correctly formed;	of which are c
Spell three letter and four-letter	Spell three let
words by identifying sounds in	words by iden
them and representing the	them and rep
sounds with a letter or letters Write simple captions and	sounds with a Write simple o
phrases by identifying sounds in	phrases by ide
them and representing the	them and rep
sounds with a letter or letters.	sounds with a
Spells Phase 2 tricky words	Spells Phase 2
correctly Write short sentences using known lettersound	correctly Writ using known l
correspond ences Spells Phase 2	correspond er
and Phase 3 tricky words	and Phase 3 t
correctly Say a sentence, write	correctly Say
and read it back to check it	and read it bo
makes sense	makes sense
Begin to form lowercase and capital letters correctly	Begin to form capital letters
Write recognisable letters, most	Write recogni
of which are correctly formed	of which are c
it correctly at a table, holding a	it correctly at
pencil comfortably and	pencil comfor
correctly. Begin to form lower- case letters in the correct	correctly. Beg case letters in
direction, starting and finishing	direction, star
in the right place. Form capital	in the right pl
letters. Form digits 0-9.	letters. Form
Understand	Understand
which letters belong to which handwriting families (i.e. letters	which letters handwriting f
that are formed in similar ways)	that are form
and to practise these.	and to practis
Read words consistent with	Read words co
phonic knowledge by	phonic knowle
soundblending. Say a sound for	soundblending
each letter in the alphabet and at least 10 digraphs from Phase	each letter in at least 10 dia
<i>3. Read simple phrases and</i>	3. Read simple
sentences made up of words	sentences ma
with known letter-sound	with known le
correspon -dences and, where	correspon -de
necessary, a few exception words.	necessary, a f words.
Understand the names of the	worus. Understand tl
different parts of a book, page	different parts
sequencing and that we read	sequencing ar
English text from left to right	English text fr
and from top to bottom	and from top
67 🔨 🐼	

consistent with their phonic knowledge, including some common exception words. knowledge, including some Write recognisable letters, most of common exception words. vhich are correctly formed; - Spell Write recognisable letters, most of words by identifying sounds in them which are correctly formed; - Spell words by identifying sounds in and representing the sounds with a letter or letters; - Write simple them and representing the sounds phrases and sentences that can be with a letter or letters; - Write read by others. simple phrases and sentences that Demonstrate understanding of can be read by others. what has been read to them by Demonstrate understanding of retelling stories and narratives what has been read to them by using their own words and recently retelling stories and narratives introduced vocabulary; using their own words and recently Hold a pencil effectively in introduced vocabulary; preparation for fluent writing – Hold a pencil effectively in using the tripod grip in almost all preparation for fluent writing using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes cases; - Use a range of small tools, and cutlery; including scissors, paint brushes Write recognisable letters, most of and cutlery; which are correctly formed; Spell three letter and four-letter which are correctly formed; words by identifying sounds in them and representing the sounds with a letter or letters 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 Spells Phase 2 tricky words ettersound correspond ences Spells Phase 2 and Phase 3 tricky words using known lettersound correctly Say a sentence, write and read it back to check it makes sense Begin to form lowercase and capital letters correctly back to check it makes sense Write recognisable letters, most of Begin to form lowercase and which are correctly formed capital letters correctly it correctly at a table, holding a pencil comfortably and correctly. which are correctly formed Begin to form lower-case letters in the correct direction, starting and finishina in the riaht place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting families (i.e. letters Understand that are formed in similar ways) which letters belong to which and to practise these. Read words consistent with phonic knowledge by soundblending. Say a and to practise these. sound for each letter in the Iphabet and at least 10 digraphs from Phase 3. Read simple phrases sound for each letter in the and sentences made up of words with known letter—sound correspo dences and, where necessary, a few exception words

Understand the names of the different parts of a book, page equencing and that we read English text from left to right and from top to bottom



blendina: - Read aloud simple phonic knowledae by sound *blending; - Read aloud simple* sentences and books that are consistent with their phonic sentences and books that are

phonic knowledge by sound-

Write recognisable letters, most of Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters. correctly Write short sentences correspond ences Spells Phase 2 and Phase 3 tricky words correctly Say a sentence, write and read it Write recognisable letters, most of it correctly at a table, holding a pencil comfortably and correctly. Beain to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9.

Read words consistent with their

andwriting families (i.e. letters that are formed in similar ways)

Read words consistent with phonic knowledge by soundblending. Say a 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

and sentences that can be read by others. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small brushes and cutlery; nakes sense

tools, including scissors, paint Write recognisable letters, most of which are correctly formed; Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters 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 correspond ences Spells Phase 2 and Phase 3 tricky words correctly Say a sentence, write and read it back to check it Begin to form lowercase and capital letters correctly Write recognisable letters, most of which are correctly formed it correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these. Read words consistent with phonic knowledge by 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

knowledge by sound-blending;

Read aloud simple sentences

and books that are consistent

with their phonic knowledge,

Write recognisable letters, most

sounds in them and representing

letters; - Write simple phrases

of which are correctly formed; -

including some common

Spell words by identifying

the sounds with a letter or

exception words

words. Understand the names of the different parts of a book, page

Generate - Kaspire - Kaspi

phonic knowledge by sound blendina: - Read aloud simple sentences 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 others. Demonstrate understanding of what has been read to them by

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blending; - Read aloud simple

lettersound correspond ences Spells Phase 2 and Phase 3 tricky words correctly Say a sentence, write and read it back to check it nakes sense

Begin to form lowercase and capital letters correctly Write recognisable letters, most og which are correctly formed it correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction. starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand

which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these.

Read words consistent with phonic knowledge by 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

isable letters, most correctly formed: by identifying em and the sounds with a ers; - Write simple sentences that can thers.

understanding of en read to them by ries and narratives wn words and oduced vocabulary, effectively in for fluent writing ood grip in almost se a range of small ing scissors, paint cutlery;

nisable letters, most correctly formed; etter and four-letter ntifying sounds in presenting the a letter or letters captions and dentifying sounds in presenting the a letter or letters. 2 tricky words ite short sentences lettersound ences Spells Phase 2 tricky words a sentence, write back to check it

m lowercase and rs correctly nisable letters. most correctly formed t a table, holding a rtably and gin to form lowerin the correct arting and finishing lace. Form capital digits 0-9.

belong to which families (i.e. letters ned in similar ways) tise these. consistent with vledge by ing. Say a sound for n the alphabet and ligraphs from Phase ole phrases and ade up of words

letter-sound lences and, where few exception

the names of the rts of a book, page and that we read from left to right p to bottom



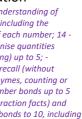
including some common exception words Write recognisable letters most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; -Write simple phrases and sentences that can be read by others. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; 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; Write recognisable letters, most of which are correctly formed; Spell three letter and fourletter words by identifying sounds in them and representing the sounds with a letter or letters 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 ettersound correspond ences 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 it correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these.

Read words consistent with phonic knowledge by

	English text from left to right and from top to bottom	Generate Kspire			sequencing and that we read English text from left to right and from top to bottom Generate Aspire		
Maths	Sharing and grouping Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Can physically partition several things into two groups and can recognise these groups can be recombined to make the same total $\overleftrightarroweverel for each item ineverel things into twogroups and canrecognise these groupscan be recombined tomake the same total\overleftrightarroweverel for each item ineverel for each item ineverel things into twogroups and canrecognise these groupscan be recombined tomake the same total\overleftrightarroweverel for each item ineverel for each item inever$	Visualise, build and map Continue, copy and create repeating patterns Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally Identify the unit of repeat Continue an ABC Pattern that ends bmid unit Continue band create More complex patterns. E.g. ABC, ABB, ABBC. Spotting errors in patterns Record patterns by symbolising the unit structure Continue and Create More complex patterns. E.g. ABC, ABB, ABBC. Spotting errors in patterns Record patterns by symbolising the unit structure Continue and Create More complex patterns. E.g. ABC, ABB, ABBC. Spotting errors in patterns Record patterns by symbolising the unit structure Continue and Create More complex patterns. E.g. ABC, ABB, ABBC. Spotting errors in patterns Record patterns by symbolising the unit structure Continue and Create More complex patterns. E.g. ABC, ABB, ABBC. Spotting errors in patterns Record patterns by symbolising the unit structure Continue and Create More complex patterns. E.g. ABC, ABB, ABBC. Spotting errors in patterns Record patterns by symbolising the unit structure Continue and Create More complex patterns. E.g. ABC, ABB, ABBC. Spotting errors in patterns Record patterns by symbolising the unit structure	Visualise, build and map Continue, copy and create repeating patterns Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally Identify the unit of repeat Continue an ABC Pattern that ends bmid unit Continue band create More complex patterns. E.g. ABC, ABB, ABBC. Spotting errors in patterns Record patterns by symbolising the unit structure \widetilde{veen} \widetilde{veen} \widetilde{veen}	Visualise, build and map Continue, copy and create repeating patterns Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally Identify the unit of repeat Continue an ABC Pattern that ends bmid unit Continue band create More complex patterns. E.g. ABC, ABB, ABBC. Spotting errors in patterns Record patterns by symbolising the unit structure We with the unit structure We with the unit structure We with the unit structure We with the unit structure Continue band create More complex patterns Record patterns by symbolising the unit structure We with the unit structure We with the unit structure Continue band create More complex patterns Record patterns by symbolising the unit structure Continue band create Continue band create Conti	Make connections Have a deep understanding of number to 10, including the composition of each number. • 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. numerical Patterns • 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 Identify and represent numbers using objects and pictorial representations Identify and represent numbers using objects and pictorial represent and use number bonds and related facts within 20. Represent and use	Consolidation 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 to 10, including double facts 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 To compare length, weight, time and capacity Compare, describe and solve practical problems for: length, mass/weight, capacity To compare length, weight, time and capacity Compare, describe and solve practical problems for: length, mass/weight, capacity Begin to solve problems involving sharing and halving Solve one-step number problems involving addition, subtraction, division and multiplication. Recognise, find and name half and quarter of an object, shape or quantity ldentify and represent numbers using objects and pictorial representations involving sharing and halving Solve one-step number problems involving addition, subtraction, division and multiplication. Recognise, find and name half and quarter of an object, shape or quantity ldentify and represent numbers using objects and pictorial representations	Consolidation Have a deep understan number to 10, including, Subitise (recognise qua without counting) up to Automatically recall (w reference to rhymes, co other aids) number bord (including subtraction f some number bonds to double facts Verbally count beyond recognising the patterr counting system; - Com quantities up to 10 in d contexts, recognising w quantity is greater that the same as the other of Explore and represent q within numbers up to 1 evens and odds, double how quantities can be equally To compare length, we and capacity Compare, describe of practical problems for mass/weight, capac To compare length, time and capacity Compare, describe of practical problems for mass/weight, capac Begin to solve proble involving sharing an Solve one-step numb problems involving of subtraction, division multiplication. Reco and name half and o an object, shape or of subtraction, division multiplication, Reco and name half and o an object, shape or of and name half and o an object, shape or of

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 lettersound 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





beyond 20, e pattern of the m; - Compare o 10 in different inising when one ater than, less than or e other quantity; oresent patterns s up to 10, including s, double facts and c an be distributed

ngth, weight, time

scribe and solve blems for: length, , capacity ength, weight, acity scribe and solve blems for: length, , capacity e problems ring and halving p number . olving addition, division and . Recognise, find If and quarter of ape or quantity represent numbers and pictorial ns ring and halving p number . olving addition, division and . Recognise, find If and quarter of

ape or quantity

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 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..

To compare length, weight, time and capacity Compare, describe and solve practical problems for: length, mass/weight, capacity

To compare length, weight, time and capacity Compare, describe and solve practical problems for: length, mass/weight, capacity Begin to solve problems involving sharing and halving Solve one-step number problems involving addition, subtraction, division and multiplication. Recognise, find and name half and quarter of an object, shape or quantity

Identify and represent numbers using objects and pictorial representations involving sharing and halving

					number bonds Solve one-step number problems involving addition, subtraction, division and multiplication Count to and across 100 Count, read and write numbers to 100 in numerals Read and write numbers from 1 to 20 in numerals	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 Identify and represent numbers using objects and pictorial representations involving sharing and halving Solve one-step number problems involving addition, subtraction, division and multiplication. Recognise, find and name half and quarter of an object, shape or quantity Given a number, identify one more or less. Solve one-step number problems Cecerter Construction function f	Given a numl more or less. number prob multiplication and name ha an object, shu Identify and I using objects representation involving sha Solve one-stee problems invo subtraction, of multiplication and name ha an object, shu Given a numl more or less. number prob
PSED	I can name parts of the body 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; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Know that their preferences should be respected by others See themselves as a valuable individual	I can tell you some things I can do and foods I can eat to be healthy Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Manage own basic hygiene and personal needs Understand the importance of healthy choices	I understand that we all grow from babies to adults. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Manage own basic hygiene and personal needs Understand the importance of healthy choices	I can express how I feel about moving to Year 1 Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 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; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; 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 can talk about my worries and/or the things I am looking forward to about being in Year 1 Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 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; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Understands why changes have been made e.g. lining up at a different door, going to 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 Begin to consider and value other points of view particularly when they are different to their own 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 can share my memories of the best bits of this year in Reception Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 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; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Understands why changes have been made e.g. lining up at a different room in the school Embraces change as much as consistency e.g. understands it is a 'special' event Begin to consider and value other points of view particularly when they are different to their own 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	I can shar memories bits of thi Reception Manage thei hygiene and including dre toilet and und importance of choices. Be confident activities and independence perseverance challenge; - E for rules, kno wrong and tr accordingly; Participate in s and one-to-o offering their recently intro Understands been made e different doo different roo Embraces cho consistency e is a 'special' o Begin to cons other points of when they ar own Talk about th more elaboro.
	Enquire Respect	Aspire	Responsibility	Generate			

ber, identify one	Solve one-step number
Solve one-step	problems involving
nlems n. Recognise, find	addition, subtraction, division and
alf and quarter of	multiplication. Recognise,
ape or quantity	find and name half and
represent numbers	quarter of an object,
and pictorial	shape or quantity
ons Iring and halving	Given a number, identify one more or less. Solve
ep number	one-step number
olving addition,	problems
division and	multiplication. Recognise,
n. Recognise, find Ilf and quarter of	find and name half and quarter of an object,
ape or quantity	shape or quantity
ber, identify one	Identify and represent
Solve one-step	numbers using objects and
olems	pictorial representations
	involving sharing and
	halving
e Enquire	
52	
re my	Transition work
s of the best	
is year in	
n in anna h-ania	
ir own basic personal needs,	
essing, going to the	
derstanding the	
of healthy food	
to the new	
to try new I show	
e, resilience and	
e in the face of	
Explain the reasons	
ow right from	
ry to behave	
small group, class	
one discussions,	
r own ideas, using	
oduced vocabulary	
why changes have .g. lining up at a	
r, going to a	
m in the school	
ange as much as	
e.g. understands it	
event	
sider and value of view particularly	
re different to their	
neir feelings in	
ated ways i.e. I'm	
Feel safe to	

					Together	understanding of why they are feeling that way	understanding of feeling that way
RE	What Is special to you?	Where is special to you?	What is a special Place	Research special places	Look at similarities and	Visit a local church	Draw/Paint
	Know some similarities and	Know some similarities and	Know some similarities and	for different religions	differences in places of	Know some similarities and	worship.
	differences between different	differences between different	differences between different	Know some similarities and	Worship	differences between different	Know some simile
	religious and cultural communities in this country, drawing on their	religious and cultural communities in this country, drawing on their	religious and cultural communities in this country, drawing on their	differences between different	Know some similarities and	religious and cultural communities in this country,	differences betwe
	experiences and what has been	experiences and what has been	experiences and what has been	religious and cultural communities in this country, drawing on their	differences between different religious and cultural communities in	drawing on their experiences	religious and cult communities in t
	read in class;	read in class;	read in class;	experiences and what has been	this country, drawing on their	and what has been read in	drawing on their
	Participate in small group, class and one-to-one discussions,	Participate in small group, class and one-to-one discussions,	Participate in small group, class and one-to-one discussions, offering	read in class;	experiences and what has been read	class;	and what has bee
	offering their own ideas, using	offering their own ideas, using	their own ideas, using recently	Participate in small group, class	in class; Participate in small group, class and	Participate in small group, class and one-to-one discussions,	class;
	recently introduced vocabulary; -	recently introduced vocabulary; -	introduced vocabulary; - Offer	and one-to-one discussions, offering their own ideas, using	one-to-one discussions, offering their	offering their own ideas, using	Participate in sm and one-to-one d
	Offer explanations for why things	Offer explanations for why things	explanations for why things might	recently introduced vocabulary; -	own ideas, using recently introduced vocabulary; - Offer explanations for	recently introduced vocabulary;	offering their own
	might happen, making use of recently introduced vocabulary	might happen, making use of recently introduced vocabulary	happen, making use of recently introduced vocabulary from stories,	Offer explanations for why things	why things might happen, making	 Offer explanations for why things might happen, making 	recently introduc
	from stories, non-fiction, rhymes	from stories, non-fiction, rhymes	non-fiction, rhymes and poems	might happen, making use of recently introduced vocabulary	use of recently introduced vocabulary from stories, non-fiction, rhymes and	use of recently introduced	 Offer explanation things might hap
	and poems when appropriate; -	and poems when appropriate; -	when appropriate; - Express their	from stories, non-fiction, rhymes	poems when appropriate; - Express	vocabulary from stories, non-	use of recently in
	Express their ideas and feelings about their experiences using full	Express their ideas and feelings about their experiences using full	ideas and feelings about their experiences using full sentences,	and poems when appropriate; -	their ideas and feelings about their experiences using full sentences,	fiction, rhymes and poems when appropriate; - Express	vocabulary from
	sentences, including use of past,	sentences, including use of past,	including use of past, present and	Express their ideas and feelings about their experiences using full	including use of past, present and	their ideas and feelings about	fiction, rhymes an when appropriate
	present and future tenses and	present and future tenses and	future tenses and making use of	sentences, including use of past,	future tenses and making use of conjunctions, with modelling and	their experiences using full	their ideas and fe
	making use of conjunctions, with modelling and support from their	making use of conjunctions, with modelling and support from their	conjunctions, with modelling and support from their teacher.	present and future tenses and	support from their teacher.	sentences, including use of	their experiences
		teacher.	Begin to consider and value other	making use of conjunctions,	Begin to consider and value other points of view particularly	past, present and future tenses and making use of	sentences, includ
	teacher. Begin to consider and value other	Begin to consider and value other	points of view particularly when	with modelling and support	when they are different to their	conjunctions, with modelling	present and futur making use of co
	points of view particularly when	points of view particularly when	they are different to their own	from their teacher.	own	and support from their teacher.	with modelling a
	they are different to their own	they are different to their own Knows that there are special	Knows that there are special places of worship	Begin to consider and value other	Knows that there are special	Begin to consider and value other points of view particularly	from their teache
	Knows that there are special	places of worship	oj worsnip	points of view particularly when they are different to their own	places of worship Can name different religious	when they are different to their	Begin to consider an points of view parti
	places of worship			Knows that there are special places	venues – Church, Mosque,	own	they are different to
				of worship	Temple and Gurdwara Knows	Knows that there are special	Knows that there an of worship
				Can name different religious	why religious venues are special	places of worship Can name different religious	Can name different
				venues – Church, Mosque, Temple and Gurdwara Knows why religious	and who goes there Develop positive attitudes about	venues – Church, Mosque,	– Church, Mosque, Gurdwara Knows w
				venues are special and who goes	differences between people Can	Temple and Gurdwara Knows	venues are special o
				there	articulate some religious	why religious venues are special and who goes there	there
				Develop positive attitudes about differences between people Can	celebrations and being to explain what might happen	Develop positive attitudes	Develop positive att differences between
				articulate some religious	during these celebrations	about differences between	articulate some reli
				celebrations and being to explain	5	people Can articulate some	celebrations and be what might happen
		Liberty		what might happen during these		religious celebrations and being to explain what might happen	celebrations
				celebrations		during these celebrations	
			Respect	Respect			1. AL
	Responsibility	Respect	Respect		Respect	Respect	
				Respect		Together Enquire	Resilience
			Tolerance	Tolerance			
		Tolerance	Generate Together	Enquire Together	Tolerance		
	Generate	Generate	-		Enquire Together		Generate Enquire
UW	How to look after our	All about King Charles II	Who celebrates Eid and	What lives in a coral reef?	Observations of the	All about Sharks	Where do m
	environment	Talk about the lives of the	what is it?	Explore the natural world	coral reef – use sense	Explore the natural	live?
	Explore the natural world	people around them and their roles in society. • Know some	Know some similarities	around them, making	to describe	world around them,	Explore the
	around them, making	similarities and differences	and differences between	observations and drawing	Explore the natural	making observations	world aroun
	observations and drawing pictures of animals and	between things in the past	different religious and	pictures of animals and	world around them,	and drawing pictures	making obse
	plants. • Know some	and now, drawing on their	cultural communities in	plants.	making observations	of animals and plants.	and drawing
	similarities and differences	experiences and what has	this country, drawing on	Understand some	and drawing pictures of	Understand some	of animals a
	between the natural world	been read in class. •	their experiences and	important processes and	animals and plants.	important processes	Understand
	around them and contrasting	Understand the past through	what has been read in	changes in the natural	Understand some	and changes in the	important pr
	environments, drawing on	settings, characters and				-	-
	their experiences and what	events encountered in books	class.	world around them,	important processes	natural world around	and changes
	has been read in class. •	read in class and storytelling.	Comments on		and changes in the	them, including the	natural worl

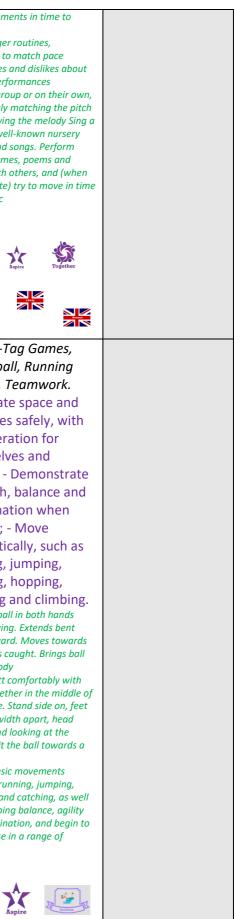
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t way	
Resilience	
aint places of	
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e similarities and	
s between different	
nd cultural ies in this country,	
n their experiences	
has been read in	
e in small group, class p-one discussions,	
eir own ideas, using	
troduced vocabulary;	
lanations for why	
ht happen, making ently introduced	
from stories, non-	
mes and poems	
opriate; - Express	
and feelings about iences using full	
including use of past,	
d future tenses and	
e of conjunctions,	
lling and support	
teacher. Isider and value other	
w particularly when	
erent to their own there are special places	
ancre are special places	
ifferent religious venues osque, Temple and	
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pecial and who goes	
itive attitudes about	
between people Can	
me religious and being to explain	
happen during these	
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do minibeast	My favourite
	memories of this
the natural	year
round them,	Express their ideas
observations	and feelings about
wing pictures	their experiences
als and plants.	using full
i tand some	sentences,
int processes	including use of
nges in the	past, present and
world around	
	future tenses and

🗘 🎲 💆	in the 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	pictures of a wide range of celebrations (Diwali, Eid, Christmas) Can name different religious venues – Church, Mosque, Temple and Gurdwara Knows why religious venues are special and who goes there Develop positive attitudes about differences between people Can articulate some religious celebrations and being to explain what might happen during these celebrations \widetilde{vore} \widetilde{vore} \widetilde{vore} \widetilde{vore}	including the seasons and changing states of matter Recognise some environments that are different to the one in which they live Use pictures to compare and contrast environments around the world	natural world around them, including the seasons and changing states of matter Recognise some environments that are different to the one in which they live Use pictures to compare and contrast environments around the world Corrector Together Corrector	seasons and changing states of matter Recognise some environments that are different to the one in which they live Use pictures to compare and contrast environments around the world	them, including the seasons and changing states of matter Recognise some environments that are different to the one in which they live Use pictures to compare and contrast environments around the world	making use of conjunctions, with modelling and support from their teacher Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
EAD Jungle paintings Safely use and explo variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creation explaining the process they have u • Make use of prop materials when role playing charact in narratives and stories. Create patterns or mean pictures when Printing To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern,	 variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 	Make your own musical instrument. Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well- known nursery rhymes and songs. Play instruments with increasing control to express their feelings and ideas Plays instruments in time to music Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc Make informed choices of which material is best to use when junk modelling	Create a coral reef – printing with different materials. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape,	Chocolate lollipop making. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 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,	Salt dough shark teeth Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 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,	Build a bug hotel Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 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	End of year assembly

texture, line, shape,	form and space stiffer and mor	stable stiffer and more stable Explore and us
form and space	Evplore and us	Explore and use mechanisms, in
	Explore and us mechanisms, ir	
Generate	Generate Enquire products	products Design purpose
Generate	Design purpose	
	functional, appe	ling functional, appealing products for th
	products for the	nselves products for themselves and other users
	and other users	.
	on design criter	<u> </u>
	Generate, deve model and	p, Generate, develop, model and communicate t
	communicate th	
	ideas through ta	_
	drawing, templa	с, с
	mock-ups and,	nere mock-ups and, where appropriate, in
	appropriate, inf	
	and communica	
	technology	technology
		technology
Music Listen and Appraise Listen and Appraise . Listen and Appraise	Joke festival Listen and Appraise Listen and A	praise Listen and Appraise Pick and Mi
(Reflect and Rewind) (Reflect and Rewind) (Reflect and Rewind)	(recognising basic style (Reflect and	
Listen and Appraise - Listen and Appraise - Listen and Appraise -		Flying Thoma by John
William Tell Overture by Dance Of The Sugar Flight Of The Bumble		Williams (Contemporary
Rossini (RomanticPlum Fairy byby Rimsky-Korsakov	Bringer Of Jollity by By Thomas	film music) Rewind and
period) Tchaikovsky (the 2. Musical Activities	Gustav Holst (Early 20th Ralph Vaugh	n Listen Out! I Feel Good the interrel
Rewind and Listen Out! Romantic period) (Reflect, Rewind and	Century) Williams (ea	y 20th by James Brown. A dimension
Celebration by Kool And Rewind and Listen Out! Replay) Rewind and	Musical Activities Century) • F	wind and listening activity to using voice
The Gang. A listening Ganesh Is Fresh by MC Replay (Revision) - re		
activity to remember Yogi. A listening activity songs from the year.	Replay) • Compose with and Dragons	
songs, instruments and to remember songs, Perform and Share	the Song Incy Wincy Bellowhead.	
their sounds. instruments and their (Replay) • Prepare for		
Musical Activities sounds. performance of nurse		
(Reflect, Rewind and 2. Musical Activities rhymes, songs and	(Replay) • Prepare for a their sounds	Replay) The Language of Music - Ploy in otru
Replay) (Reflect, Rewind and activities from the ye	r performance of nursery Musical Acti	ties Music has its own
Compose with the Song Replay) Sing a range of well-	rhymes, songs and (Reflect, Rev	ind and language which you will within the
Big Bear Funk The Language of Music - known nursery rhyme	activities from the year. Replay) • Co	npose get familiar with over
Perform and Share Music has its own and songs; Perform	Sing a range of well- with the Sor	get laminar with over
(Replay) ● Prepare for a language which you will songs, rhymes, poem		
		,
rhymes, songs and time. Watch the and – when appropria		
activities from the year. cartoons and videos to try to move in time w		
Sing a range of well-embed your learningmusic.	and – when appropriate – nursery rhyr	
known nursery rhymes . Perform and Share • Listen attentively, move to an about music superscient their	talk try to move in time with and activitie	from the rhymes, songs and taken plac
and songs; Perform Prepare for a about music, expressing their feelings and responses	music. year.	activities from the year.
songs, rhymes, poems performance of nursery lays instruments in time to m		of well-
and stories with others, rhymes, songs and	ng to about music, expressing their known nurse	v rhymes known nursery rhymes and congest
match pace	Jeenings and responses	and songs; Perform
		songs, rhymes, poems
Sing in a group or on their ou	match pace	and stories with and stories
with music. Known nursery mymes increasingly matching the pit	and Shares likes and dislikes about and Stories V	th others, others, and – when others, and
Listen attentively, move to and and songs; Perform following the melody Sing a r	nge dances/performances and – when	appropriate – try to appropriate
factings and responses Songs, rhymes, poems of weil-known hursery hyme		try to
lays instruments in time to music and stories with others,	collection the moter of strength of the move in time	with music listen
Learn longer routines, beginning and – when appropriate (when appropriate) try to mo	unu se	music. move to and tall
to match pace time with music	songs. Perform songs, rhymes,	Listen attentively, move to and talk about music, expressing
	poems and stories with others, and	their feelings and responses responses
	I	and yearing and responded

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Resilience	
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composition	
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ange of well-	
nursery rhymes	
igs; Perform	
hymes, poems	
ries with	
and – when	
riate – try to	
time with	
isten attentively,	
nd talk about music,	
their feelings and	

Shares likes and dislikes about dances/performances	- try to move in time	23 🔆 🖏	(when appropriate) try to move in time with music	Listen attentively, move to and talk about music, expressing	lays instruments in time to music	lays instrume music
increasingly matching the pitch	with music. Listen attentively, move to and	Generate Aspire Together	2 ··· ·	their feelings and responses lays instruments in time to music	Learn longer routines, beginning to match pace	Learn longer i beginning to i
and johowing the melody sing a	talk about music, expressing their feelings and responses		Generate Aspire Together	Learn longer routines, beginning	Shares likes and dislikes about	Shares likes a
	lays instruments in time to music	And the spect		to match pace Shares likes and dislikes about	dances/performances Sing in a group or on their own,	dances/perfor Sing in a grou
rhymes, poems and stories with	Learn longer routines, beginning			dances/performances	increasingly matching the pitch	increasingly n
others, and (when appropriate)	to match pace Shares likes and dislikes about		Respect	Sing in a group or on their own,	and following the melody Sing a	and following
	dances/performances			increasingly matching the pitch and following the melody Sing a	range of well-known nursery rhymes and songs. Perform	range of well- rhymes and so
	Sing in a group or on their own,			range of well-known nursery	songs, rhymes, poems and	songs, rhymes
	increasingly matching the pitch and following the melody Sing a			rhymes and songs. Perform	stories with others, and (when	stories with of
	range of well-known nursery			songs, rhymes, poems and stories with others, and (when	appropriate) try to move in time with music	appropriate) t with music
	rhymes and songs. Perform songs,			appropriate) try to move in time		
	rhymes, poems and stories with others, and (when appropriate)			with music		
	try to move in time with music			10	Generate Aspire Together	
						Generate Asj
	Generate Aspire Together			Generate Aspire Together		
PE Games-Tag Games,		Games-Tag Games,	Games-Tag Games,	Games-Tag Games,	Games-Tag Games,	Games-Ta
	Dodgeball, Running	Dodgeball, Running	Dodgeball, Running	Dodgeball, Running	Dodgeball, Running	Dodgeball
Games, Teamwork.	Games, Teamwork.	Games, Teamwork.	Games, Teamwork.	Games, Teamwork.	Games, Teamwork.	Games, Te
Negotiate space and	Negotiate space and	Negotiate space and	Negotiate space and	Negotiate space and	Negotiate space and	Negotiate
obstacles safely, with	obstacles safely, with	obstacles safely, with	obstacles safely, with	obstacles safely, with	obstacles safely, with	obstacles
consideration for	consideration for	consideration for	consideration for	consideration for	consideration for	considerat
themselves and others; -	themselves and others; -	themselves and others; -	themselves and others; -	themselves and others;	themselves and	themselve
Demonstrate strength,	Demonstrate strength,	Demonstrate strength,	Demonstrate strength,	- Demonstrate	others; - Demonstrate	others; - D
balance and	balance and	balance and coordination	balance and coordination	strength, balance and	strength, balance and	strength, I
coordination when	coordination when	when playing; - Move	when playing; - Move	coordination when	coordination when	coordinati
playing; - Move	playing; - Move	energetically, such as	energetically, such as	playing; - Move	playing; - Move	playing; - I
energetically, such as	energetically, such as	running, jumping,	running, jumping,	energetically, such as	energetically, such as	energetica
running, jumping,	running, jumping,	dancing, hopping,	dancing, hopping,	running, jumping,	running, jumping,	running, ju
dancing, hopping,	dancing, hopping,	skipping and climbing.	skipping and climbing.	dancing, hopping,	dancing, hopping,	dancing, h
skipping and climbing.	skipping and climbing.	Catching ball in both hands while	Catching ball in both hands while	skipping and climbing.	skipping and climbing.	skipping a
	Catching ball in both hands while	moving. Extends bent arms forward. Moves towards ball as it is	moving. Extends bent arms forward. Moves towards ball as it is	Catching ball in both hands	Catching ball in both hands	Catching ball
	moving. Extends bent arms forward. Moves towards ball as it	caught. Brings ball close to body	caught. Brings ball close to body	while moving. Extends bent arms forward. Moves towards	while moving. Extends bent arms forward. Moves towards	while moving. arms forward.
	is caught. Brings ball close to body	Hold a batt comfortably with hands	Hold a batt comfortably with hands	ball as it is caught. Brings ball	ball as it is caught. Brings ball	ball as it is cau
	Hold a batt comfortably with	together in the middle of the handle. Stand side on, feet shoulder	together in the middle of the handle. Stand side on, feet shoulder	close to body	close to body	close to body
	hands together in the middle of the handle. Stand side on, feet	width apart, head upright and	width apart, head upright and	Hold a batt comfortably with hands together in the middle of	Hold a batt comfortably with hands together in the middle of	Hold a batt co hands togethe
shoulder width apart, head	shoulder width apart, head	looking at the bowler. Hit the ball towards a target	looking at the bowler. Hit the ball towards a target	the handle. Stand side on, feet	the handle. Stand side on, feet	the handle. St
	upright and looking at the bowler. Hit the hall towards a target	towards a target Master basic movements including	Master basic movements including	shoulder width apart, head	shoulder width apart, head	shoulder widt
	Hit the ball towards a target Master basic movements	running, jumping, throwing and	running, jumping, throwing and	upright and looking at the bowler. Hit the ball towards a	upright and looking at the bowler. Hit the ball towards a	upright and lo bowler. Hit th
including running, jumping,	including running, jumping,	catching, as well as developing balance, agility and coordination,	catching, as well as developing balance, agility and coordination,	target	target	target
	throwing and catching, as well as developing balance, agility and	and begin to apply these in a range	and begin to apply these in a range	Master basic movements including running, jumping,	Master basic movements including running, jumping,	Master basic i including runn
	coordination, and begin to apply	of activities	of activities	throwing and catching, as well	throwing and catching, as well	throwing and
these in a range of activities	these in a range of activities	Together Aspire	🕉 🕎 🗔	as developing balance, agility	as developing balance, agility	as developing
Together Aspire	Together Aspire		Together	and coordination, and begin to apply these in a range of activities	and coordination, and begin to apply these in a range of activities	and coordinat apply these in activities
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Characteristics of Effective Learning	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 related to key themes in early childhood development they are • Playing and Exploring: Finding out a 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 are own idea; Using what they already know to learn new things; Choosing ways to do things and finding new ways. The characteristics of Effective Learning focus on the process 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 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.						



ective Learning are grouped into t and exploring; Using what they and Thinking Critically: Having their ss rather than the outcome. They ly learnt skills in new situations.