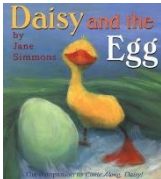
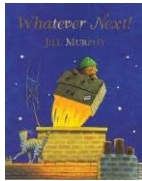


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	It's all about me	Sparkle and Shine	Traditional tales	Spring is Here	Space	On our way
Core Text(s)	Hello Friend! 	The Scarecrows' Wedding 	The Three Little Pigs 	Daisy and the Egg 	Whatever Next! 	Emma Jane's Aeroplane 
Supplementary Texts	- Little Red Riding Hood - The Ugly Duckling - Amazing - Leaf Man - The Tiger Who Came to Tea	- My Hair - Chapatti Moon - The Elves and the Shoemaker - Rumpelstiltskin - The Best Christmas Present Ever	- Rapunzel - Jack and the Beanstalk - The three billy goats gruff - Cinderella - The Magic Paintbrush	- The odd egg - Little Red Hen - The Extraordinary Gardener - Duck in a truck	- How to catch a Star - The Smed's and the Smoo's - Look up - Aliens Love Underpants - Beegu	- You can't take an elephant on holiday - Whose hiding at the seaside - Sharing a shell - Somebody swallowed Stanley
Poetry/Songs	<u>Songs</u> - Friends, Friends, 1,2,3 - Ten Little Friends - The more we get together the happier we will be. <u>Poems</u> - We can poem (Michael Rosen)	<u>Songs</u> - Season song - Christmas songs - The farmer gathers his apples today - Oats and beans and barley grow. <u>Poem</u> - Firework poem - Autumn Poem	<u>Songs</u> - We all live in a yellow submarine - Who's afraid of the big bad wolf <u>Poem</u> - This is the house that Jack built	<u>Songs</u> - Now Spring is here - Goodbye Winter, Hello Spring - Easter Bunny <u>Poem</u> - Ducks - No drops of rain	<u>Songs</u> - Zoom, Zoom, Zoom. We're going to the moon. - Planets song 5 little men in a flying saucer <u>Poem</u> - Solar System Acrostic Poem	<u>Songs</u> - The sailor went to sea sea sea - The First Days of Summer - The Deep Blue Sea <u>Poem</u> - Summer Breeze
Our Favourite Five	- Shark in the park - Pumpkin soup - Mrs Mole, I'm home - The Runaway pea! - Simon's Sock	- Gordon's Great Escape - The Enormous Turnip - Alans Big Scary Teeth - Whatever Next - The Owl who Came for Chirstmas	- The Smartest Giant in Town - A Squash and a Squeeze - Mixed up Fairy Tales - The Napping House - Jack Frost	- The Ugly Duckling - Farmer Duck - Dinosaurumpus - Superworm - What the ladybird heard	- The Tiger who came to tea - The Cave - Jack and the Jelly Beanstalk - Five Minutes Peace - Shark in the dark	- Shhh - Rainbow fish - Oh Dear, Look What I Got - On the way home - Goldilocks and the Three Bears

Knowledge and Concepts	○ Baseline ○ Sense of belonging ○ Routines and relationships ○ Families ○ Grandparents- what it was like in the past when they were small ○ Harvest ○ Seasonal change summer to autumn ○ People who help us in our local community ○ Black History Month ○ Healthy and Unhealthy food ○ Dental Hygiene ○ Artist- Quentin Blake	○ Explore different celebrations and cultures; ○ Diwali ○ Advent and Christmas ○ Christmas around the world ○ Wedding ○ Birthdays ○ Bonfire night ○ Baptism ○ Seasonal Change ○ Exploring local areas ○ Remembrance ○ Sculpting with clay ○ Making chappatis ○	○ Explore map work-Our local area ○ Materials ○ Creating a new home for the 3LPs ○ Homes in the past ○ Chinese New Year ○ Animals in winter-hibernation ○ Notice seasonal change Autumn to Winter ○ Valentine’s Day ○ Melting and Freezing activities	○ Lent ○ Easter ○ Mother’s Day ○ Where does our food come from? ○ Animals in our country-link to farm animals ○ Seasonal Change	○ Light and dark ○ Space ○ Father’s day ○ Artist- Kandinsky ○	○ Countries and their climates. ○ Sun safety. ○ Dressing for destinations. ○ Transport. ○ Protecting our oceans-climate change ○ Seasonal Change ○ Exploring shadows ○ Artist- Giuseppe Acrimboldo ○ Fruit tasting-exotic fruits ○ Making a smoothie ○ Holidays in the past
Prime areas of development						
PSE	Personal, Social and Emotional development is not specifically planned for across the year. PSE principles underpin daily classroom practice which ensures all aspects of developing PSED are covered.					
	<u>Self-Regulation</u> ○ Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries (fair, agree, turns, together, share) - How to compromise and negotiate to solve problems - Use book talk, puppets, real life experiences ○ Begin to express feelings and consider the feelings of others - Identify and name emotions (emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited) - Link book character’s emotion to own experiences (expression, mood, feeling/emotion) ○ Begin to set own goals and show resilience and perseverance in the face of challenge - Set a shared goal with a friend ○ Begin to identify and moderate own feelings socially and emotionally.	<u>Self-Regulation</u> ○ Express feelings and consider the feelings of others ○ Set own goals and show resilience and perseverance in the face of challenge ○ Identify and moderate own feelings socially and emotionally ○ Think about the perspectives of others <u>Managing Self</u> ○ Manage own self-care needs ○ Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian	<u>Self-Regulation</u> ○ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly ○ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate ○ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self</u> ○ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge			

	Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves <u>Managing Self</u> - o Manage own self-care needs - Independent use of, zips, buttons, coats, shoes - o Develop confidence to try new activities and show independence - Access all types of enhancements (indoors & outdoors) - o Know and begin to talk about the different factors that support their overall health and wellbeing: - Tooth brushing – importance and how - Talk about importance of daily exercise and healthy eating <u>Building Relationships</u> - o Begin to see self as a valuable individual. -Describe self, positively (proud, special, love) - o o Begin to build constructive and respectful relationships. - o Know and begin to talk about the different factors that support their overall health and wellbeing: - Tooth brushing – importance and how - Talk about importance of daily exercise and healthy eating	<u>Building Relationships</u> - o See self as a valuable individual - o Build constructive and respectful relationships	- o Explain the reasons for rules, know right from wrong and try to behave accordingly - o Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships</u> - o Work and play cooperatively and take turns with others - o Form positive attachments to adults and friendships with peers - o Show sensitivity to their own and to others' needs. - o Continue to see self as a valuable individual
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C&L	Communication and Language is not specifically planned for across the year. All aspects of developing communication and language is considered throughout the daily classroom practise, continuous provision, group time and weekly focus learning all have a weighty focus on Communication and Language.		
	<u>Listening, Attention and Understanding</u> - o Understand a question or instruction that has two parts - Daily routines e.g. tidy up time, challenges... instruction - o Understand 'why' questions - Why do you think he/she feels...? - o Understand how to listen carefully and why listening is important Learn new vocabulary linked to daily routine / theme - Me and My Family - Autumn	<u>Listening, Attention and Understanding</u> - o Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. - o Listen carefully to and learn rhymes, poems and songs - o Listen to and talk about stories to build familiarity and understanding- The three little pigs - o Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary –Homes, Space. - o	<u>Listening, Attention and Understanding</u> - o Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - o Make comments about what they have heard and ask questions to clarify their understanding - o Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

- Celebrations- Diwali, Christmas, bonfire night - o Begin to engage in story time - Join in with repeated refrains / fill in rhyming words - o Listen to and begin to talk about stories to build familiarity and understanding - Discuss characters, events, setting - o Listen carefully to rhymes and songs and begin to pay attention to how they sound - Learn rhymes, songs & poems - Anticipate words, begin to adapt phrases (with support) <u>Speaking</u> - o Use new vocabulary throughout the day - o Begin to ask questions to find out more and to check they understand what has been said to them. - o Model & encourage questions after instructions Begin to articulate their ideas and thoughts in well-formed sentence - Introducing talk partners- Express ideas to friends - Book talk - o Begin to connect one idea or action to another using a range of connectives (because, although, but) - o Begin to describe events in some detail - o Develop social phrases - Routines of the day (greetings, How are you?) - Friendship (Would you like to...?) o Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words , linked texts and favourite five – within small world / role play	<u>Speaking</u> - o Use new vocabulary in different contexts - o Ask questions to find out more and to check they understand what has been said to them - o Articulate their ideas & thoughts in well-formed sentence - o Connect one idea or action to another using a range of connectives - o Describe events in some detail - o Use talk to help work out problems, organise thinking & activities explain how things work/why things happen - o Develop and use social phrases with confidence - o Retell a simple story, once they have developed a deep familiarity with the text	<u>Speaking</u> - o Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - o Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate - o 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.
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Specific Areas of Learning						
Literacy Skills	<u>Comprehension</u> - Engage in extended conversations about stories, learning new vocabulary-talk partners, guided reading sessions, talk about main characters, discuss illustrations. <u>Word Reading</u> - Understand the five key concepts about print with a focus on: - Left to right - Names of different parts of the book - Page sequencing - Develop their phonological awareness thinking of alliterations for children's names.	<u>Comprehension</u> - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. -Favourite 5 - Guided reading sessions -Whole class shared reading <u>Word Reading</u> - Recognise and read HFW - Read some simple VC and CVC words and sentences. - Hears and says the sounds in words using phoneme frames - Read guided reading books matched with their phonic knowledge. - Identify daily target readers for lowest 20% <u>Writing</u> - Write own name	<u>Comprehension</u> - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. -Favourite 5 - Guided reading sessions -Whole class shared reading - Retell favourite stories using story language <u>Word Reading</u> - Continue to recognise and read HFW - Read CVC sentences - Use phoneme frames to read phase 2/3 words - Read some common exception words matched to the school's phonic programme - Read red guided reading books aligned to phonic knowledge <u>Writing</u>	<u>Comprehension</u> - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. -Favourite 5 - Guided reading sessions - Whole class shared reading - Children to be able to retell at least three familiar stories <u>Word Reading</u> - Continue to recognise and read HFW - Read CVC/CVCC sentences - Read some common exception words matched to the school's phonic programme	<u>Comprehension</u> - Demonstrate an 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. <u>Word Reading</u> - Continue to recognise and read key HFW. - Read CVC/ CVCC sentences. Introduce Phase 5 for HA children.	- Consolidating what has been taught to ensure children have the confidence and stamina to write at length. - Children begin to include detail in what they write and can read what they have recorded unaided. - Children to be able to retell at least 3-5 familiar texts. <u>Comprehension ELG</u> - 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

	○ Clapping syllables during class register. ○ Read guided reading books matched with their phonic knowledge <u>Writing</u> ○ Write own name ○ Write some initial sounds ○ Write simple words	○ Write some initial sounds ○ Write simple words ○ Begin to record simple captions and labels using dominant sounds	○ Write own name ○ Write some initial sounds ○ Write simple sentences using VC and CVC words. ○ Record simple captions and labels using phase 2/3 sounds ○ Begin to write for a purpose, sequencing ideas together and recognising key features that need to be included	○ Read red guided reading books aligned to phonic knowledge <u>Writing</u> ○ When writing use Phase 3 letters and sounds to support what is being written. ○ Retell favourite stories using story language and time connectives e.g “First, Next, Then, After that, Finally” – Whatever Next ○ Label diagrams using phase 2/3 sounds.	Continue with home-readers, daily target readers and guided reading. Use and apply phonic knowledge when reading to recognise and read key HFW. <u>Writing</u> When writing use Phase 3/4 letters and sounds to support what is being written. Retell favourite stories using story language and time connectives e.g “First, Next, Then, After that, Finally” –	discussions about stories, non-fiction, rhymes and poems and during roleplay <u>Word Reading ELG</u> ○ 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 10. <u>Writing ELG Children</u> 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
Phonics	<u>Phase 2</u> Recognising letters and the sounds they make. Segmenting and blending simple CVC words. Recognising HFW	<u>Phase 2/ Phase 3 for HA</u> Segmenting and blending CVC and CCVC words. Spelling simple VC, CVC and CCVC words using phonics knowledge. Recognising and spelling HFW.	<u>Phase 3</u> Learning graphemes. Segmenting and blending phase 3 words using phonic knowledge. Read simple sentences. Recognising and spelling key HFW	<u>Phase 3</u> Reading sentences using letters and sounds to decode unfamiliar words. Recording sentences with key HFW and use of phonic knowledge.	<u>Phase 3</u> Consolidation Re-capping what has been taught. Using and applying strategies through reading and writing.	<u>Phase 4</u> Move onto phase 4 to consolidate phase 3, using and applying strategies

Mathematics	<u>Numerical Pattern/Number</u> ○ Recite numbers to 10 and then 20 ○ Recognise numerals to 5 and begin to recognise numerals to 10 ○ Count up to 5 objects in a set ○ Match items to numbers using one-to-one correspondence. ○ Match numerals to a set. ○ Count along a 1-10 number track ○ Conserve numbers up to 10 ○ Subitise ○ Partition a set if five objects ○ Begin to read simple number sentences that use + and = sign ○ Begin to recognise the relationship between addition and subtraction in a practical context <u>Measure, Shape and Spatial Thinking</u> ○ Recognise and continue a repeating pattern using objects, sounds, actions and colours	<u>Numerical Pattern/Number</u> ○ Count beyond ten ○ Compare numbers 1-5 ○ Explore the composition of numbers to ten ○ Link the number symbol (numeral) with its cardinal number value ○ Understand the 'one more than/one less than' relationship between consecutive numbers ○ Subitise <u>Measure, Shape and Spatial Thinking</u> ○ Use and understand the language of length: long, short, longer, taller, etc ○ Use and understand the language of capacity: full, empty, half-full	<u>Numerical Pattern/Number</u> ○ Compare numbers 1-10 ○ Understand the 'one more than/one less than' relationship between consecutive numbers ○ Explore the composition of numbers to ten ○ Automatically recall number bonds for numbers 0-10 (CM) ○ Link the number symbol (numeral) with its cardinal number value ○ Understand the 'one more than/one less than' relationship between consecutive numbers <u>Measure, Space and Spatial Thinking</u> ○ Select, rotate and manipulate shapes in order to develop spatial reasoning skills ○ Compose and decompose shapes so that children can have other shapes within it, just as numbers can	<u>Numerical Pattern/Number</u> ○ Count beyond ten ○ Compare numbers 1-10 ○ Explore the composition of numbers to 10 ○ Link the number symbol (numeral) with its cardinal number value <u>Measure, Shape and Spatial Thinking</u> ○ Compose and decompose shapes so that children can have other shapes within it, just as number can. ○ Continue, copy and create repeating patterns ○ Select, rotate and manipulate shapes in order to develop spatial reasoning skills	<u>Numerical Pattern/Number</u> ○ Compare numbers 1-10 ○ Explore the composition of numbers to 10 ○ Automatically recall number bonds for numbers 0-10 ○ 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. <u>Measure, Space and Spatial Thinking</u> ○ Continue, copy and create repeating patterns	<u>Number</u> ○ Have a deep understanding of number to 10, including the composition of each number. ○ 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. <u>ELG: Numerical patterns</u> ○ 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. Compare length, weight and capacity
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	○ Recognise and continue a repeating patterns images and shapes. ○ Understand and use the language of position: over, under, behind, in front of, beside etc		○ Compare length, weight and capacity			
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Recognise the days of the week in order, recognise key times in the day, sequence events of the day in chronological order, understand that something can happen 'after two sleeps' and understand the language: yesterday, tomorrow and today.

Understanding the World	<u>Past and Present My family</u> ○ Begin to make sense of their own life-story and family's history ○ Beginning to use historical based language ○ Developing a sense of historical enquiry ○ Begin to comment on images of familiar situations in the past ○ When Mum and Dad were little ... past, history, long ago ○ Comparison and contrast, similarity and differences, variety. ○ Historical narrative and sequence and a sense of chronology and duration <u>People Culture and Communities</u> ○ My Family-	<u>Past and Present</u> <u>The Christmas story</u> ○ Compare and contrast characters from stories, including figures from the past. ○ Comment on images of familiar situations in the past e.g. Christmas <u>People Culture and Communities</u> ○ Begin to understand that some places are special to members of their community ○ Talk about special places they go with their family... places of worship visited by children ○ Begin to recognise that people have different beliefs and celebrate special times in different ways-weddings, Diwali,	<u>Past and Present</u> ○ Comment on images of familiar situations in the past e.g. Chinese New Year celebrations - Beginning to use historical based language. - Developing a sense of historical enquiry - Comparison and contrast, similarity and differences, variety <u>People Culture and Communities</u> ○ Name and describe people who are familiar to them ○ Understand that some places are special to members of their community ○ Recognise that people have different beliefs and	<u>Past and Present</u> ○ Comment on images of familiar situations in the past e.g. Lent, Mardi Gras, Easter - Beginning to use historical based language. - Developing a sense of historical enquiry - Comparison and contrast, similarity and differences, variety <u>People culture and Communities</u> ○ Understand that some places are special to members of their community	<u>Past and Present</u> ○ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Developing a sense of historical enquiry - Historical narrative and sequence and a sense of chronology and duration ○ Understand the past through settings, characters and events encountered in books read in class and storytelling. - Beginning to use historical based language - Comparison and	<u>Past and Present</u> <u>Holidays in the past</u> ○ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Developing a sense of historical enquiry - Historical narrative and sequence and a sense of chronology and duration Amelia Airhart ○ Understand the past through settings, characters and events encountered in books read in class and storytelling. - Beginning to use historical based language
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	- o Name and describe people who are familiar to them Talk about members of their immediate family and communities. - o Talk about the lives of the people around them and their roles in society <u>The Natural World</u> - o Autumn-Season changes, summer changing to autumn. What has changed?	Christmas - o Develop a knowledge and awareness of other festivals... Diwali, Christmas - o Draw information from a simple map <u>The Natural World</u> - o Understand the effect of changing seasons on the natural world. Autumn-Seasonal change- Autumn	celebrate special times in different ways - o Recognise some similarities and differences between life in this country and other countries - o Draw information from a simple map-making a map of our local area. <u>The Natural World</u> - o Explore the natural world around them	- o Recognise that people have different beliefs and celebrate special times in different ways - o Recognise some similarities and differences between life in this country and other countries <u>The Natural World</u> - o Explore the natural world around them	contrast, similarity and differences, variety; <u>People Culture and Communities</u> o Describe their immediate environment using knowledge from observation, discussion,	- Comparison and contrast, similarity and differences, variety; <u>People Culture and Communities</u> <u>Holidays around the world</u> o Explain some similarities and differences between life in this country and life
	o Describe what they see, hear and feel when they are outside.	walk around Boggart Hole Clough. o Explore the world around them- Scavenger hunt for objects from the scarecrows wedding in our outdoor area.	- o Describe what they see, hear and feel whilst outside - o Understand the effect of changing seasons on the natural world around them - look closely at similarities, differences patterns and change.	- o Describe what they see, hear and feel whilst outside - o Understand the effect of changing seasons on the natural world around them - look closely at similarities, differences patterns and change. - o Develop an understanding of growth, decay and changes over time. - o Show care and concern for living things and the environment. - o Explain why some things occur with animals and plants. - o Talk about the way animals and plants change.	stories, non-fiction texts and maps - o 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 - o Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <u>The Natural world- Jungle</u> - o Recognise some environments that a different to the line in which they live.	in other countries. Drawing on knowledge from stories, non-fiction texts and maps. <u>The Natural World- Holidays</u> - o Recognise some environments that are different to the one in which they live. - o Understand some important processes and changes in the natural world around them. Including the seasons and changing state.

Expressive Art & Design	<u>Creating with materials</u> ○ Create collaboratively, sharing ideas, resources and skills. <u>Being Imaginative and Expressive</u> ○ Listen attentively, move to and talk about music, expressing their feelings and responses. ○ Develop storylines in their pretend play. (link to key text) ○ Listen attentively, move to and talk about music, expressing their feelings and responses- Now Press Play-People who help us. -Drawing pictures of families. -Autumnal painting -colour mixing -Singing lots of songs and familiarising children with regular singing. Now Press Play-Weather	<u>Creating with Materials</u> ○ Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Clay Christmas decorations, sculpting patterns -Creating their own leaf men using leaves collected on Autumn walk. -Christmas cards -Calendars <u>Being Imaginative and Expressive</u> ○ Listen attentively, move to and talk about music, expressing their feelings and responses. -Diwali dancing -Now press play-on the farm, Christmas story. ○ Explore, use and refine a variety of artistic effects to express their ideas and feelings. ○ Watch and talk about dance and performance art, expressing their feelings and responses. ○ Sing in a group or on their own, increasingly matching the pitch and following the melody. ○ Develop storylines in their pretend play. -Leaf Man-Autumn collage - Bonfire pictures- chalk pictures	<u>Creating with Materials</u> ○ Explore, use and refine a variety of artistic effects to express their ideas and feelings ○ Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Building houses and Homes-Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. <u>Being Imaginative and Expressive</u> ○ Listen attentively, move to and talk about music, expressing their feelings and responses. ○ Watch and talk about dance and performance art, expressing their feelings and responses. ○ Sing in a group or on their own, increasingly matching the pitch and following the melody. ○ Develop storylines in their pretend play. ○ Explore and engage in music making and dance, performing solo or in groups. -Chinese New year songs	- observational drawings- Spring flowers -Junk Model- making rockets -Junk model Easter animals Using different materials and media for chicks. -Using natural materials to create pictures. -Making Spring pictures <u>Being Imaginative and Expressive.</u> ○ Listen attentively, move to and talk about music, expressing their feelings and responses. ○ Watch and talk about dance and performance art, expressing their feelings and responses. ○ ○ Sing in a group or on their own, increasingly matching the pitch and following the melody. ○ ○ Develop storylines in their pretend play. ○ ○ Explore and engage in music making and dance, performing solo or in groups - Role play based on key text	<u>ELG Creating with Materials</u> ELG Children at the expected level of development will: ○ 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. Summer collage -Painting animals -Making animals using construction materials -Artist Kandinsky-Exploring colour mixing <u>ELG 17. Being Imaginative and Expressive</u> Children at the expected level of development will: ○ 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	<u>ELG Creating with Materials</u> ELG Children at the expected level of development will: ○ 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. -Holiday scenes -Summer pictures using watercolours -Reception Artist-Kandinsky - Making aeroplanes using construction materials. <u>ELG 17. Being Imaginative and Expressive</u> Children at the expected level of development will: ○ ○ 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
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		-Diwali lanterns- cutting skills - Making scarecrows using a range of media. -Singing lots of songs and familiarising children with Christmas/ Nativity songs. - Pretend play focussed around key text	-Chinese Dragon dance -Now press play- The Three Little Pigs -Winter pictures Wax crayons and watercolours - Winter collage -Mother's Day Cards - Map work- our local area focussing on buildings		appropriate – try to move in time with music. ○	appropriate – try to move in time with music. -Now Press Play-Seaside -Summer songs -Role play based on key text -End of year performance ○
Music	We will be learning about pulse and rhythm, listening to Beethoven's music and learning songs about Harvest.	We will be thinking about high and low sounds, listening to Holst's music and learning Nativity Songs.	We will be learning about loud and quiet sounds, listening to music by The Beatles and learning Nursery Rhymes.	We will be thinking about instrument sounds and the speed of music, we will be listening to Samba music from Brazil and learning Easter Songs.	We will be thinking about music is put together and starting to compose, listening to music by Pharrell Williams and learning songs about animals.	We will be getting ready for our end of year performance, listening to songs by Andrew Lloyd Webber and learning songs about transport.
SRE	<u>Religious Understanding</u> Handmade with Love – 1 week ○ We are created by God as part of this plan ○ We are God's children and we are special ○ We can give thanks to God Me my body, my health I am me ○ We are each unique, with individual gifts, talents and skills ○ Whilst we all have similarities, difference is part of God's Plan Heads, Shoulders, Knee and Toes ○ That our bodies are good and made by God.	<u>Emotional Wellbeing</u> I like, you like, we all like! ○ That we all have different tastes but also similar needs Good Feelings, Bad Feelings ○ How to describe feelings ○ Everyone has feelings both good and bad ○ Strategies for managing feelings Let's Get Real ○ Simple strategies for managing emotions and behaviour ○ That we have choices and these impact how we feel and respond. ○ We can say sorry and forgive like Jesus. <u>Life Cycles</u>	<u>Religious Understanding</u> Role Models ○ We are part of God's family ○ Jesus cared for others and wanted them to live good lives ○ We should love people in the same way God loves us. <u>Personal Relationships</u> Who's Who ○ To identify 'special people' ○ The importance of nuclear family and wider family ○ The importance of being close to and trusting 'special people' and tell them when something is troubling them You've Got a Friend in Me	<u>Keeping Safe</u> Safe Inside and Out ○ About safe and unsafe situations indoors and outdoors including online ○ That we can ask for help from our special people. My Body, My Rules ○ To know we are entitled to bodily privacy ○ That we can be open with special people we trust ○ That there are different people we can trust for help. Feeling Poorly ○ Medicines should only be taken when a	<u>Religious Understanding</u> God is Love ○ That God is love: Father, Son and Holy Spirit ○ That being made in His image means being called to be loved and to love others. Loving God, Loving Others ○ What a community is, and that God calls us to live in community with one another ○ Some scripture illustrating the importance of living in a community ○ No matter how small our offerings, they are valuable to God and He	<u>Living in the Wider World</u> Me, You, Us ○ That we belong to various communities ○ That we should help at home ○ That we have a duty of care for others and for the world we live in ○ About what harms and what improves the world we live in.

	- Names of parts of the body. Ready Teddy? - That our bodies are good and we need to look after them. - Healthy lifestyle, including exercise, diet, sleep and being clean.	Growing Up - That there are natural life stages from birth to death and what these are - There are lots of jobs designed to help us. - Paramedics help us in a medical emergency.	- How behaviour affects other people and that there is appropriate and inappropriate behaviour. - The characteristics of positive and negative relationships - About different types of teasing and that bullying is wrong. Forever Friends - To recognise when we have been unkind and say sorry - That when we are unkind, we hurt God and should say sorry. - To recognise when people are being unkind and how to respond - That we should forgive like Jesus forgives.	parent or doctor gives them to us - Medicines are not sweets. - We should always try to look after our bodies because God created them. People Who Help Us - There are lots of jobs designed to help us. - Paramedics help us in a medical emergency. - First Aid can be used in non-emergency situations, whilst waiting for an ambulance.	can use them for His glory.	
Religious Education	Branch 1 – Creation and Covenant - We learn that God made our beautiful world and everything in it. - We read Genesis and learn that God made us. - We learn to about the Sign of the Cross and how to make it. - We learn that we are part of God’s family and we learn about Baptism.	Branch 2 – Prophecy and Promise - We learn that each of us is special and we treat others with dignity. - We learn about The Annunciation. - We learn about The Nativity Story. - We learn about Advent and Advent traditions.	Branch 3 – Galilee to Jerusalem - We learn about The Epiphany and the gifts from The Three Wise Men. - Jesus calls his first followers. - We learn that Jesus came to show God’s love and welcome everyone. - We learn about Feeding the 5000. - We learn about The Good Samaritan. - We learn The Glory Be prayer.	Branch 4 – Desert to Garden - We learn about the season of Lent. - We learn about fasting and giving things up. - We learn about Ash Wednesday and Holy Week. - We learn that Jesus died on a cross. - We learn about Jesus rising from the dead.	Branch 5 – To the Ends of the Earth - We learn about the Ascension and Pentecost. - We learn about the early Christian community. - We learn about our parish church and visit our parish church.	Branch 6 – Dialogue and Encounter - We learn about St Peter and St Paul. - We invite people from our parish to talk about their roles. - We learn about how Jewish people celebrate Shabbat. - We learn about Islam and the madrasa.

Feast Days	○ Our Lady's Birthday ○ Month of the Holy Rosary	○ All Saints ○ All Souls ○ Christ the King ○ Advent begins	○ Epiphany ○ Presentation of Jesus	○ Ash Wednesday ○ Maundy Thursday ○ Good Friday ○ Easter Sunday	○ Month of Mary ○ Ascension Thursday ○ Sacred Heart ○ Pentecost ○ St Joseph	○ Corpus Christi ○ St Peter and Paul ○ Our Lady of Mount Carmel
Parental Engagement	○ Weekly Newsletter ○ Phonics workshop ○ Owl and Rabbit of the week-My weekend with... ○ Lending library-weekly book for pleasure	- Weekly Newsletter ○ Parents Evening ○ Owl and Rabbit of the week- My weekend with... ○ Lending library-weekly book for pleasure ○ Nativity performance ○ Travelling Nativity	○ Weekly Newsletter ○ Lending Library ○ Owl and Rabbit of the week- My weekend with...	○ Weekly Newsletter ○ Lending Library ○ Owl and Rabbit of the week ○ Mother's Day stay and play ○ My Lenten Promise ○ Parents Evening	○ Weekly Newsletter ○ Lending Library ○ Father's Day assembly ○ Owl and Rabbit of the week-My weekend with...	○ Weekly Newsletter ○ End of year reports ○ Lending Library ○ Owl and Rabbit of the week-My weekend with...
Curriculum Enrichment.	○ Visit to Boggart Hole Clough ○ Visit from people who help us. ○ Visit the library	○ Breakfast with Santa	○ Visit the library ○ Local area walk	○ Ducklings in school ○ Spring walk- looking for signs of spring ○ Farm visit	○ Visit the library	○ Looking for signs of summer. ○ Visiting Church