












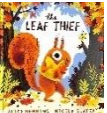






























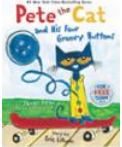



St Wilfrid's Catholic Primary School

EYFS Overview

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Topics	This is Me!	Celebrations	Year A: On the Farm Year B: At the Zoo	Terrific Tales	Growing/People who help us	Minibeasts
School Mission and Values	'We love, learn and grow with God'					
Possible Ideas / lines of enquiry <i>These mini ideas within the themes may change or be replaced depending on child interest or fascination.</i>	<ul style="list-style-type: none"> -my local community -houses and homes -my heroes/superheroes (Important people at school, important people in our community) -Seasons 	<ul style="list-style-type: none"> -Autumn -Birthdays -special events / weekly news -Seasons 	<ul style="list-style-type: none"> -Winter -Weather -(Comparing our weather to other countries Changing world around us (animals and plants) 	-	<ul style="list-style-type: none"> -Plants -exploring food (healthy food choices) -gardening Changing world around us (animals and plants) -Eid 	<ul style="list-style-type: none"> -Summer -Mini beasts (insects) -Ourselves (growing and moving on)
Cultural Calendar	World Mental Health Day Harvest Festival Black History Month	Diwali Bonfire Night Remembrance Day Children in Need Christmas Hanukkah	New Year Chinese New Year Pancake Day	World Book Day Vaisakhi Science Week Holi Mother's Day Ramadan Lent/Easter	National Gardening Week Eid	World Environment Day Father's Day

Reception

Academic Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A Topics	Me and My World	Festivals and Celebrations	The World Around Us	Ready, Steady, Grow	Dragons, Knights and Castle	Journeys
Core Books		 		  		  
Year B Topics	It's Good to be Me!	Sparkle and Shine	Hot and Cold	Healthy Me!	Adventures Above and under the clouds	At Sea
Core Books		 	  	 	 	  
Every Year Themes	People who help us	 		Funny Bones		Transition
Supporting Texts	  	 	   	     		    
Books revisited throughout the year.	     					

<p>Understanding the World Opening world Links</p>	<p>Past and Present Our Recent Past</p> <p>People, Culture and Communities Where are we? England/United Kingdom Gateshead Know my address. Can describe my house. Know that I go to school in the Old Fold estate. Explore and describe the school grounds including, trim trail, playground, field, and forest. Can describe the jobs people do in our community to help to protect it.</p> <p>Natural World</p>	<p>Past and Present Our Recent Past</p> <p>People, Culture and Communities Places in your local community. (Asda, Church) Can name different buildings people go to worship, church, temple, synagogue.</p> <p>Natural World Nature All Around Us Understand that animals hibernate during winter.</p>	<p>Past and Present Change Makers Greta Thumberg</p> <p>People, Culture and Communities Mapping out journeys</p> <p>Natural World Nature All Around Us Making observations on animals that live in different countries.</p>	<p>Past and Present</p> <p>People, Culture and Communities Growing up</p> <p>Natural World Nature All Around Us Making observations linked to animals. Life Cycles Chicken (A) Butterfly (B)</p>	<p>Past and Present</p> <p>Famous Rule Markers Queen Elizabeth II (A)</p> <p>Change Makers Neil Armstrong (B)</p> <p>People, Culture and Communities Landmarks in their local community. Tyne Bridge, Angel of the North, Quayside, Baltic</p> <p>Natural World</p>	<p>Past and Present Changes in our Coast Share old pictures of local</p> <p>People, Culture and Communities Living By the Sea</p> <p>Natural World</p>	
<p>Seasons</p>	<p>Autumn (23rd Sept. - 22st Dec. 2023)</p>		<p>Winter (22nd Dec 2023 - 20th March 2024)</p>		<p>Spring (20th March - 20th June 2024)</p>		<p>Summer (20th June-22 Sept. 2024)</p>
<p>Culture Calendar</p>	<p>World Mental Health Day Harvest Festival Black History Month</p>	<p>Diwali Bonfire Night Remembrance Day Children in Need Christmas Hanukkah</p>	<p>New Year Chinese New Year Pancake Day</p>	<p>World Book Day Vaisakhi Science Week Holi Mother's Day Ramadan/Eid Lent/Easter</p>		<p>National Gardening Week Wimbledon</p>	<p>World Environment Day Father's Day Eid</p>

<p>Associated Knowledge (prior learning - Nursery)</p>	<p>The Colour Monster Goes to School: Children have awareness of the colours and feelings. Children in Nursery have been exposed to a range of traditional tales such as, 'Goldilocks and the Three Bears.' Reception will build on knowledge of the 'Nativity' story and take on main roles in the performance. Nursery have knowledge that they live at home with their family. Children have awareness of different professions, such as, Doctor, nurse, fire fighters and teachers. They understand that these people help and keep us safe.</p>	<p>Nursery have an awareness of celebrations and can name them and remember key artefact or special people linked to the celebrations. (Diwali - candles, Christmas - Jesus, Chinese New Year - animals). Reception build on different religions and cultures, the look at the Sikh festival of Vaisakhi - looking at artefacts and objects linked to the occasion (Nishan Sahib, Gurdwara, Sangat) Nursery are aware of animals that live on a farm, at home as pets and in a zoo. Nursery have knowledge of Arctic and polar bears. Reception will build on habitats and look at rainforests (Congo Basin Rainforest and deserts (Antarctica).</p>	<p>Growing plants / fruits Nursery Owls babies Life cycles Space</p>
<p>Linked Learning</p>	<p>Opening Worlds: Y1 Learning about the recent past through our communities and families - EYFS will build the foundations of what a family is and what a family may look like. Children will learn what life is like for them and in Year 1 build on what life was like for their families growing up. Y1 Living in Cities/ Where are we? - Reception will discuss houses from the past and present in Gateshead. They will learn they live in a Town and how this is different from a City -Newcastle upon Tyne. In Reception, we will be focusing on the types of houses. In Year 1, they will compare cities and towns but also have a deeper understanding: types of land use, open space and rivers, ponds and lakes. Y1 Working Hard - In EYFS, we look at how people help us and that by working you earn money to buy food and other necessities. In Year 1, they will build on this by exploring paid/unpaid. Understand what a wage is and what jobs can be found in different locations (city, countryside, coast).</p>	<p>Opening World: Seasons EYFS provide the foundations that children understand how they can spot changes in their environment and weather to understand the seasons. Y1 will build on length of the days and comparing non-European countries to our area. Y2 Weather in our world - Reception will compare weather between England, Antarctica (Polar Region/Continent) and Congo Basin (Country in the Continent of Africa). Reception will also, locate these on a world map.</p>	<p>Y2 Nature all around us - EYFS provide the knowledge of different animal and habitats. EYFS lay the foundations of what plants need to grow in basic level (water, sun, soil). They can label a plant and some animals. They know how to look after their environment. Y2 build on this knowledge by looking at animals that live in our local environment and in the countryside, at the coast and the mountains.</p>

Listening, Attention and Understanding

Follow adult cues to listen and follow simple routines.
Introduce widget symbols for, 'good looking', 'good sitting', 'good listening' and 'good talking'.
Morning routine displayed and shared.

Use RWI cues and hand actions, 'magnet eyes'

Listen to others and understand why it is important.
Circle Time - demonstrate appropriate conventions when having a conversation e.g. turn-taking, listening and responding appropriately, and waiting for others to finish. (Know we listen to learn new facts, follow instructions, listen to stories)

Listen and participate in predictable or repetitive texts
Billy Goats Gruff
Pete the Cat and his four Groovy Buttons
Include Talk Through Stories and Core Texts.

Secure agreed rules for conversational turn taking in small and larger groups.
We listen carefully to the person talking and respond appropriately. We do not interrupt and talk over people.
This will be modelled through all interactions.

Follow two step instructions. The child will listen to instructions with two parts to be carried out, with at least 4 to 5 key words in the instruction. (e.g. 'get your reading book and change it.')

Demonstrate you have been listening to the stories shared by joining in and answering simple questions in relation to the plot, characters and setting.

Listening skills will be observed on how engaged and attentive they are during story time.

Ask questions to find out more and to check they understand what has been said to them.

Children should be able to answer who, where and when questions before moving on to 'why and how'
DM

Follow two step instructions with positional language.
The child listens to instructions with two parts to do. These may involve complex positional language (behind, in front, next to, between, above, below) and plurals (e.g. books, pens).
(e.g. 'find the green pen and the blue alien, and then put them inside the box').

Be able to hear rhyme in spoken words.

Play with words and "funny" rhymes, including "add your own word" rhymes.
Read, 'Oi Frog' and 'Rhyme Crime'

Demonstrate they have understood stories by answering questions and asking questions to deepen understanding.

Linked to how characters are feeling and why they make certain decisions. Link stories that are by the same author - comment on similarities. (Nadia Shireen -Billy Books, repeated comments 'Think Fast', Julia Donaldson Books, rhyming pattern)

Tell entire familiar stories using sequenced illustrations as prompts.

Understand the importance of listening to others and maintaining the same thread of conversation.
Making sure we having a conversation related to the topic started by a child. Are we talking about the same thing?

Conflict Resolution
Encourage children to talk about a problem together and come up with ideas for how to solve it. Give children problem solving words and phrases to use in their explanations: 'so that', 'because', 'I think it's...', 'you could...', 'it might be...'

Process three step instructions.

Tell familiar stories with dialogue using small world figures or puppets, or in role play with specific props.

Process language which includes challenging adjectives, verbs and positional vocabulary in instructions.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peer. During, small group and whole class.

Embed taught skills


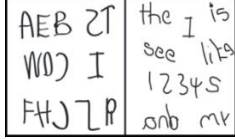


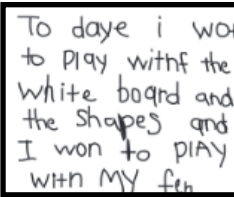
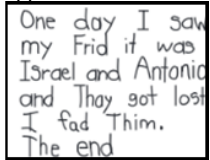

Embed taught skills
Generate original narratives using small world, figures or puppets or in role play with open ended props.

<p>Speaking</p> <p>Reinforce new vocabulary by using new words in a range of contexts</p> <p>Recall and define specialist vocabulary for the term</p>	<p>Able to join in with social phrases linked to routine and familiarity. -Morning register, know names of the adults and say 'Good morning, Mrs..' - Linked to Colour Monster, 'How are you feeling?' happy, sad, upset, worried, angry, excited, proud.</p> <p>Model language appropriate to different social situations, shops, school and home.</p> <p>Participate in describing their independent Learning in small groups. Talk about what they have created in continuous provision using 'and/because'</p> <p>In small groups or 1:1, children can talk about themselves, their likes and dislikes. This can be related to favourite foods or toys. They can discuss who is in their family and who their friends are. Understand how we change from a baby, toddler, child then grow into an adult.</p> <p>Use communication as a tool to share what they have observed. Make observational drawings of how the leaves change colour and begin to fall. Notice the weather changes often and is getting cooler and windy.</p> <p>Recall a range of simple nursery rhymes Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive</p>	<p>Able to retell familiar stories from last term and share their favourite story. (Colour Monster, Ruby's Worry, Alien's Love Underpants, Pablo's Feelings)</p> <p>Retell the story of Christmas and perform in the Nativity.</p> <p>Make up their own simple stories. (Story map, creating models in construction set around a story and puppets)</p> <p>Encourage interactions in a range of contexts, providing safe spaces and encouraging speech through prompts if needed.</p> <p>Formulate answers and respond to "Why?" questions during group, CP and story time. Why do you think the house bricks did not blow down? Why did you think we need to brush our teeth? Why do you think this happens? Why do you do that?</p> <p>Secure more complex rhymes I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p>Continue to respond to 'Why' questions, but also use 'why' questions when talking to friends or in small group time. 'Why does the ice melt?' 'I wonder why animals hibernate in Winter?'</p> <p>Provide commentary when playing alongside children, talking about is happening and where activities may go.</p> <p>Add connectives on the end of simple responses to include detail or causative Extensions. And, but, because, so I need to tidy up because it is lunchtime. Adults to model the language in all interactions.</p> <p>Read lots of stories, asking questions throughout about what is happening, how characters may be feelings and what may happen.</p> <p>Continue learning rhymes and songs. Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p>	<p>Formulate answers and respond to "How?" questions during group, CP and whole class teaching. How do Sikh's celebrate Vasakhi? I wonder how can we help keep Tynemouth beach clean?</p> <p>Use a wide range of connectives to extend answers. Who, until, but,</p> <p>Use sequencing words to provide more detail to answers. First, after before, next <i>Make deliberate mistakes highlighting to children that sometimes you might get it wrong: "It's important to get things in the right order so that people know what I'm talking about. Listen carefully to see if I have things in the right order: 'last week...'</i> <i>Use sequencing words with emphasis in your own stories: "Before school I had a lovely big breakfast, then I had a biscuit at break time and after that I had two pieces of fruit after lunch. I'm so full!"</i> DM</p> <p>Answer open ended or speculative questions. Ask lots of open-ended questions, giving children the opportunity to explain their understanding and feelings and prompts to expand answers.</p> <p>Teach new skills to others verbally and by demonstration. This could be showing a child how to draw a certain object. (Draw with Rob)</p>	<p>Continue to respond to 'How' questions, but also use 'How' questions when talking to friends, small group time and whole class. How do plant's grow? How does a seed become a tree? How do Muslim's break their fast?</p> <p>Memorise rhymes and incorporate body percussion or instrumental sounds as a simple performance. Old Macdonald Incy Wincy Spider Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peer. During, small group and whole class.</p> <p>Continue to consolidate rhymes and songs. Big Bear Funk Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p> <p>Embed taught skills</p>
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	This Old Man Five Little Ducks			Show children they need capital letters, finger spaces and full stops when writing a sentence. Dance moves and performing songs. Continue to consolidate previous songs. Big Bear Funk		
Phonics Read Write Inc has a set format and the portal has videos. Coaching and practice sessions take place.	Group A 16 Sounds Set 1 m a s d t i n p g o c k u b f e Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 -Fred Talk Spell using Fred Fingers Early Word Time, magnetic whiteboards to build reading routine.	Group B 25 Sounds Set 1 l h r j v y w z x Read 25 Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 - Fred Talk Spell using Fred Fingers Oral Blending Word Time - ready to move to green words	Group C Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers Maximum 2 Weeks Ditty Group sh th ch qu ng nk Read Set 1 Special Friends Read words with Special Friends: Word Time 1.6 Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Ditty Group sh th ch qu ng nk Read Set 1 Special Friends Read words with Special Friends: Word Time 1.6 Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers Red ll ss ff ck Review Set 1 sounds speedily Read 4 and 5 sound words: Word Time 1.7 Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Red ll ss ff ck Review Set 1 sounds speedily Read 4 and 5 sound words: Word Time 1.7 Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers Green ay ee igh ow oo oo Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers	Green ay ee igh ow oo oo Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers
Reading (Group/ 1:1) •Daily whole class reading 4 books read a day •Small group reading •1:1 reading •Daily topic core books	Foundational Achievement Statements Across the Year I can listen and respond to familiar rhymes, songs and stories. AF2/7 I can match objects to pictures AF4 I can recognise of read a few familiar words AF1 I can recognise or read a growing number of familiar words including my own name. AF1 I can recognise at least half the letters of the alphabet by shape, name or sound. AF1 I can associate sounds with pattern and rhyme. AF6			Conceptual Achievement Statements Across the Year I show some understanding of how books work by turning pages and holding the book the right way up. AF4 I can answer basic questions about a story. AF2 I can predict what comes next in a story or fill in the gaps if someone stops reading. AF3 I know the difference between print or symbols and pictures. AF2 I understand that we turn pages from left to right as we read a book. AF4 I understand that we read from left to right and top to bottom of a page. AF4 I know that my name is made up of letters. AF1		

<p>Comprehension</p> <p>I know the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing 	<p>Story Telling and Recall</p> <p>Joins in with repeated refrains and key phrases. Identifies the main setting, characters and happening in the story is.</p> <p>Orders 4 pictures or props from a story.</p> <p>Prediction</p> <p>Comments and engages in conversation about the text, talking about what might happen next. E.g. ‘They weren’t meant to do that. They will be in trouble.’</p> <p>Vocabulary</p> <p>Joins in with repeated refrains and key phrases. Talks about the meaning of new vocabulary.</p> <p>Handling books</p> <p>Independently look at a book, holding it the correct way and turning pages.</p> <p>Know what a book is about by looking at the front cover</p>	<p>Story Telling and Recall</p> <p>Talks in detail about the main characters and setting. Sequences captions from a story.</p> <p>Responds to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations.</p> <p>Prediction</p> <p>Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. ‘I have a bike too. I went to the park. They might go to the park.’</p> <p>Vocabulary</p> <p>Repeats new vocabulary in a context of a story. Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary.</p> <p>Handling books</p> <p>Engage in and enjoy an increasing range of books</p> <p>Knows most parts of a book and has an understanding that an author is the person that wrote the book and an illustrator drew the images (illustrations).</p>	<p>Story Telling and Recall</p> <p>Retells how the story started, the main happening, and how ended.</p> <p>Retells a story through roleplay, using some new vocabulary and some exact words from the text.</p> <p>Prediction</p> <p>Answers questions about why or how things have happened.</p> <p>Predicts main happening in the text.</p> <p>Vocabulary</p> <p>Begins to use modelled vocabulary during role play and small world.</p> <p>Handling books</p> <p>Knows all parts of a book, front covers, blurb, beginning, middle, end.</p> <p>Know some authors and illustrators</p> <p>Know that information can be retrieved from books, computers and mobile digital devices.</p>
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<p>Talk Through Stories (RWI) Repeated Texts</p> <p>Storytime activities Week 1 Day 1 Introduction Read the story What's the problem? Day 2 Re-read the story Day 3 Favourite phrases Favourite phrases every day Freeze-frame feelings Which is the right sentence? Day 4 Join in the story How is the problem solved? Day 5 Nice or not nice? Quiz the character Share at home</p> <p>Vocabulary time activities Week 2 Days 1-4: Two words a day Review from the story When might you? When might someone say...? Agree or not? Words to use throughout the day Day 5: Revision of all words What's the word? Because...</p>	<p>Alien's Love Underpants Do the aliens behave in a nice way or not a nice way? How do you know the aliens don't behave in a nice way? breeze (breezy) invited (invites, invite, inviting) delighted (delight) daring squeeze (squeezed, squeezing) blame (blamed) zoom (zooms, zoomed) lurks (lurk, lurking, lurked)</p> <p>When might you feel a breeze? When might you invite someone to your house?</p> <p>Ask 'when might you' questions for all T2 words.</p>	<p>Ravi's Roar squash (squashes, squashed) furious growled (growl, growls, growling) nervous leapt dared (dare, dares) wild</p> <p>Billy and the Dragon adorable mysterious grabbed massive rummaged (rummage, rummaging) fearsome fortunate (fortunately) treacherous</p> <p>Ruby's Worry What is the problem in the story? How does she solve (sort out) the problem? explore (explored, explores) discovered (discover) wondered (wonder) enormous barely unexpected shrink (shrank, shrunk) tumbled (tumbling) When might you discover something? When might someone say... "Let's go and explore!"</p>	<p>Lost and Found ignored (ignore, ignores) floated (float, floats) disappointment (disappointed) discovered (discovers) delighted lonely searched (searches) wonderful</p> <p>Six Dinner Sid discovered (discover) slip out (slipped out, slips out) unlike tough damp suspicious (suspiciously) believed (believe, believes) furious</p> <p>Alien's Love Underpants Do the aliens behave in a nice way or not a nice way? How do you know the aliens don't behave in a nice way? breeze (breezy) invited (invites, invite, inviting) delighted (delight) daring squeeze (squeezed, squeezing) blame (blamed) zoom (zooms, zoomed) lurks (lurk, lurking, lurked)</p> <p>When might you feel a breeze? When might you invite someone to your house?</p> <p>Ask 'when might you' questions for all T2 words.</p>	<p>Farmer Duck crept wriggled creaked wearily fled squeezed</p> <p>Elmer slipped away (slip away) absolutely serious burst gasped celebrate decorate (decorated, decorating)</p>	<p>The Extraordinary Gardener imagination (imagining, imagine, imagined, imagines) wild ordinary roamed (roam, roams, roaming) soared (soar) longed discovered</p> <p>Supertato escaped (escape, escapes) gasped (gasp, gasps) rescue (rescues, rescued) distress (distressed) vanished (vanishes) crept (creep, creeps) leapt (leap) shrieked (shrieks, shrieking)</p>	<p>Billy and the Beast rumble (rumbled, rumbling) stashing (stash, stashes, stashed) dumped (dump, dumps, dumping) terrible huffed (huff) unusual plump impressive</p> <p>After the Fall eventually famous grand fortunately (fortunate) admit (admitted, admitting) perfect terrified (terrifying)</p>
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<p>Handwriting (RWI)</p>	<p>There are regular timetabled slots for handwriting to ensure that children build up their handwriting skills every day. We make the physical process of writing - handwriting - enjoyable from the start, so children see themselves as 'writers'. We use mnemonics - memory pictures - to help children visualise the letter or join before they write it down. Children need to practise handwriting under the guidance of a teacher, so they do not develop habits that will be difficult to undo later.</p> <p>Stage 1 Stage 1a: Children practise correct letter formation. Stage 1b: Children learn where to place the letters on the writing line.</p>					
<p>Writing</p> <p>Images / research from: Heidi Butkus 2014 ©</p> <p>Writing examples - ELGs - Siren Films</p> <p>Writing examples - ELGs - Siren Films</p>	<p>Pre-Phonemic Stage Emergent: Random letters or letter strings Initially, no relationship between sounds or letters or what child is trying to say. Writing may then progress from left to right and top to bottom when child is 'writing'.</p>  <p>Daily name writing and RWI lesson to work on letter formation.</p>	<p>Emergent: Letter groups, environmental writing and initial sounds Letter groups will have spaces in between them to represent words. Children will begin to have an awareness of print found around them and copy this. RWI green words and red words in the environment and available in the writing area.</p>  <p>Letter name stage After copying words around them they begin to write simple sentences, using the initial sounds in words.</p>  <p>Display key vocabulary and ensure the children are supported in using the words in their writing. Handwriting practice to make sure that they form letters correctly and do not pick up incorrect habits. (Build on from last half term)</p>	<p>Transitional: Writing via inventive spelling Elements of previous step, but with more sounds per word written, including the vowels. Some conventions spelling patterns may appear.</p> <p>Early Inventive Spelling</p>  <p>Inventive Spelling</p> 	<p>Fluency: Conventional spelling Includes all previous elements, real spellings begin to appear more consistently. As writing matures, more and more words are spelled consistently, and punctuation begins to appear.</p>  		
<p>Writing progression</p>	<p>Autumn 1 Marvellous Me</p>	<p>Autumn 2 Celebrations/ Homes</p>	<p>Spring 1 The World Around Us</p>	<p>Spring 2 The World Around Us</p>	<p>Summer 1 Healthy Me!</p>	<p>Summer 2 The Great Outdoors Transitions</p>

<p>and how to achieve this.</p> <p>Research/Theory Sinead Harmey - Putting the EYFS Curriculum into Practice</p>	<p><i>Story Sequencing</i></p> <p>Retell a simple story using a story map.</p> <p>Use marks or letters for meaning.</p> <p>Begin to develop correct letter formation of learned graphemes.</p> <p>Activities and Resources Draw self-portraits and family pictures - label themselves and family members.</p> <p>Provide a range of mark making materials and paper. Opportunity to make marks with chunky pencils / crayons / chalk in an outdoor, large scale</p> <p>Associated Knowledge (prior learning) Orally rehearsed familiar stories taught in Nursery - Where Going on a Bear hunt Rosie's Walk. They will know some stories and be able to share them. Children have had experience of making simple story maps as a group. They children have practiced mark marking and writing their name.</p>	<p><i>Matching sentences to pictures and writing simple words and phrase (phonetically plausible)</i></p> <p>Retell simple stories and begin to think of new ways to change and edit a story.</p> <p>Use some letters in sequence to convey meaning, including CVC words.</p> <p>Begin to break speech into words when writing.</p> <p>Write labels, lists and captions.</p> <p>Form some recognisable letters.</p> <p>Activities and Resources Ask a child to tell you a story and scribe it for them. Retell the story together, acting it out and commenting on key parts as you go.</p> <p>Make story maps with pictures and key words to encourage the verbal retelling of stories. 'The Three Little Pigs' Discuss the character and hot seat the wolf. (compare text to The True Story of the Three Little Pigs) - Discuss own feelings and emotions</p> <p>Support children to arrange physical letters in order to spell simple words. Use RWI sound card to identify and use the sounds/letters.</p>	<p><i>Writing their own simple phrases/sentences</i></p> <p>Labelling pictures</p> <p>Write simple phrases with regular words and known exception words. Spell words using Fred Fingers. Form letters with increased accuracy.</p> <p>Comparing animal habitats: pets, zoo, farm, jungle, desert, rainforest</p> <p>Activities and Resources Encourage labelling of pictures or marks that represent what is happening. Provide a 'reason' to write e.g. shopping lists, recipes, instructions.</p> <p>Write sentences about what a habitat is and where you would find certain animals. A habitat is a natural home or environment of an animal, plant or human. Make posters on how to help the environment.</p> <p>Associated Knowledge (prior learning) Build on from Nursery who looked at and discussed pets, zoo, farm, jungle.</p>	<p><i>Writing their own simple sentences retelling a story.</i></p> <p>Spell a range of words using single sounds and taught special friends. Form letters with increasing accuracy. Write simple phrases with increasing confidence, using Fred Fingers to help sound out words.</p> <p>Activities and Resources Continue to provide a 'reason' to write e.g. shopping lists, recipes, instructions. Make photo books or templates and provide space for children to write alongside pictures.</p> <p>Write a story recount focusing on main parts of the story.</p>	<p>Write short compositions with more than one sentence, including taught letter sounds and exception words. Write on lines, controlling letter size.</p> <p>Be able to form lower-case and some capital letters correctly.</p> <p>To continue to write simple sentences that can be read by others.</p> <p>Begin to spell common exception words correctly.</p> <p>Activities and Resources Continue to offer a range of independent writing opportunities. Construction Area: plan and design a model. Then, evaluate their design and write descriptive sentences.</p> <p>Associated Knowledge (prior learning) In Nursery, children have followed recipes and understand using instructions with support.</p>	<p>Can spell a range of words that include all of the sounds of the alphabet and at least the first ten digraphs.</p> <p>Can consistently and independently write sentences in a meaningful context that can be read by themselves and others.</p> <p>Common exception words and red words will be spelled correctly, and the others will be phonetically plausible. put I the my he of no for (red words)</p> <p>Writing will include finger spaces and may include capital letters and full stops.</p> <p>Activities and Resources Lifecycles of a chicken, frog and owl.</p> <p>The Dark - Write a letter to Mrs Wooten and share what you are feeling and looking forward to in Year 1</p>
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	<p>Key Questions linked to Story for Writing Focus in Literacy</p>	<p>Main Text: Colour Monster What is special about your family? Are all families the same? How have you changed since you were a baby?</p>	<p>Main Text: The Three Little Pigs Who are the characters in the story? What did the first Little Pig build his house out of? What did the Wolf do to the first Little Pig's house? What did the next Little Pig build his house out of? Why could the wolf not blow down the house of the third Little Pig? How did the wolf get inside the house? What did the pigs do to stop the wolf? Did their plan work? How did the story end? Who was your favourite character and why?</p>	<p>Main Text: Where's the Elephant? & Blue Penguin What is happening in the story? Think about why the animals are in danger? People are cutting down trees in the rainforests, (deforestation) to build homes and roads for humans. The children gain the understanding the animals are losing their home and they could die if they are not in their right surroundings.</p> <p>Explain that elephants and penguins are endangered. This means that are very close to being extinct. Elephants - the rainforests are being cut down. Adélie Penguins - Living in Antarctica, Adélie penguins are under threat due to climate change and global warming. Due to the climate heating up and melting from global warming, their populations are declining.</p>	<p>Main Text: The Storm Whale How does Noi feel and why? Noi feels lonely because his dad must work. Noi spends most of his time alone. How did the whale wash up on the shore? There was raging storm and the whale washed up upon the shore. How did Noi help the whale? Noi put the whale in the bath with water and fed him fish. He kept the whale company. What happened at the end of the story? Noi and his dad put the storm whale back in the ocean. Did Noi still feel the same as he did at the beginning of the story? Noi was lonely at the beginning but now he is happy because his dad realised he was lonely and spends more time with him.</p> <p>Revisit Adélie Penguins and share the book: The unexpected visitor. Highlight that they are also endangered due to humans over-fishing the region's krill. With less of this available in their habitat, penguins have less to eat, and hence struggle to survive and feed their young.</p>	<p>Main Text: The Tiny Seed How many of you have been to the mountains? Were there plants growing on the mountain? A seed like this one cannot grow in the ocean. Does anybody know why? Seeds like this one cannot grow in the desert either. What kind of plants do grow in the desert? How does the snow on the ground help protect the seeds? Have you ever picked a flower from the ground? Who was the flower for? Who can remember the process a seed goes through to become a flower? Investigation - what prevents seeds from growing? How can we help plants grow?</p> <p>Needs of a plant: 1) water 2) soil 3) light (sunlight) 4) space 5) air</p> <p>Roots: suck up nutrients from the soil Leaves: catch the sunlight to give the plant energy to grow Stem: the skeleton of the plant - helps it to stand tall and grow</p>	<p>Main Texts: The Life Cycle of a Chicken Why does the hen sit on the eggs? How does a baby chick get out of the egg? What colour are baby chicks? First, there is an egg. What happens next? What happens after the chick hatches?</p> <p>Transition Book The Dark Everyone is afraid of something. It isn't something to feel ashamed about and it might help to share your worries or fears. Talk together about things that make you afraid. What is it about them that scare you? Maybe you are worried about something but can't describe it? Does it give you tummy ache, keep you awake or make you upset?</p>
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				<p>What can we do to help? Read Greta and the Giants/ The Water Princess Design posters to share their knowledge on how to protect the planet and help endangered animals. Raising awareness - possible assembly.</p> <ul style="list-style-type: none"> • How we can help endangered animals? • How we can help reduce pollution in our ocean? • How can we reduce our water wastage? 		towards the sun Petal: the bright colour help to attract lots of insects	
Literacy Linked Vocabulary	Colour Monster Feelings - happy, sad, upset, worried, angry, excited, proud Family - mum, dad, brother, sister, grandparents, friends Myself - like, dislike, interests, friends Technical book language: Title, page, picture, first letter, first word	Three Little Pigs Wolf, chimney, roof, sticks, straw, bricks, hard, soft, rough, strong Technical story language - character, setting, plot, who, where, when and what happened, beginning, middle, end Different story openers e.g. once upon a time etc. Technical book language: Title, page, picture, first letter, first word	Where's the Elephant? Rainforest, grassland, desert, habitat, endangered, deforestation, extinct Linked to UTW Technical book language: Title, page, picture, first letter, first word, capital letter, full stop, question mark	The Storm Whale protection, shore, pollution, stormy, raging, lonely, crashing, sustainable, beach, environment, coastline Sea Words ocean, current waves, tide, coral reef, seaweed, reuse, reduce, recycle, seabed Technical book language: Title, page, picture, first letter, first word, capital letter, full stop, question mark, inverted commas	The Tiny Seed Plants- roots, leaves, petals, flower, stem, soil, compost, sunlight, water Sequence adverbs - first, next, after that, then, finally Book Words: rays, sails, drowns, desert, burst, weed, pod Technical book language: Title, page, picture, first letter, first word, capital letter, full stop, question mark, inverted commas	Life Cycle of Chicken egg, hatchling, chick, adult chicken, hen, hatching, nest, incubation, transform Minibeasts Insect, pollen, pollination, hive, nectar, protect, species, antennae, creature Technical book language: Title, page, picture, first letter, first word, capital letter, full stop, question mark, inverted commas, exclamation mark	
Gross Motor Skills	Autumn 1 Marvellous Me	Autumn 2 Celebrations/ Homes	Spring 1 The World Around Us	Spring 2 The World Around Us	Summer 1 Healthy Me!	Summer 2 The Great Outdoors Transitions	

<p>(PE below that highlight gross motor skills are below)</p> <p>Fine Motor Skills</p> <p>Letter formation - graphemes taught in phonic order (RWI)</p> <p>Continued activates Name tracing and letter formation</p> <p>Dough Disco</p>	<p>Gross Motor Skills Confidently and accurately roll, crawl, walk, jump, run, hop, skip and climb.</p> <p>Big movements outside using streamers and large-scale painting.</p> <p>Self-help: wash hands, independently put on and take off coat.</p> <p>Fine Motor Skills</p> <p>Supported in how to hold a knife and fork.</p> <p>Independently hold scissors correctly. Thumb and the top and makes snips, open and shut movement. Need support with grip. Cut straight lines</p> <p>Develop finger/hand muscles. (to improve pincer grip). Use tweezers, pegs, pipettes</p> <p>Drawing and painting inside and outside - pencils, chalk, white board markers, felt tip pen etc</p> <p>Use playdough to develop different movements.</p>	<p>Gross Motor Skills Know why exercise is important and comment on why your breathing changes when exercising.</p> <p>Self-help: Can take off and place shoes back on. Attempt to put on overalls and wellies - asking for help if needed.</p> <p>Fine Motor Skills</p> <p>Use a range of tools to complete a task, e.g. pencils, scissors, knives, forks, spoons etc.</p> <p>Supported at dinnertime, use tools safely and effectively. (dinnertime)</p> <p>More controlled scissor grip, cutting wavy lines. Steadying paper with one hand and cutting with the other.</p> <p>Fine motor skills - screwing and stretching elastic bands. Include difficulty: smaller bead threading</p> <p>Supported in using different paint brush</p>	<p>Gross Motor Skills Complete an obstacle course with ease and add extra challenges. Use resources outside to build and use.</p> <p>Self -help: pull at sleeves and take arm under their jumper to take it off over their head.</p> <p>Climb up and over a frame</p> <p>Change my speed quickly and carefully. Know why it is important to avoid obstacles when I am running fast or riding a bike.</p> <p>Fine Motor Skills</p> <p>Practice using a knife and fork with play dough.</p> <p>I can accurately cut circles out with scissors.</p> <p>Cutting closely to the line and with support cutting circular and square shapes.</p> <p>Continued fine motor skills: use of thinner pencils and crayons and felt tips pens.</p>	<p>Gross Motor Skills Balance along a narrow plank without falling off.</p> <p>Climb a ladder using alternate feet. (Miniature kids ladder) Consider safety and where to use the ladders.</p> <p>Self-help: Independently put on wellies and overalls. Placing everything in the right place.</p> <p>Fine Motor Skills</p> <p>Use a knife to spread butter/jam on bread with control.</p> <p>Cut out circles with some accuracy and use both hands, one hand to control the paper and one to cut.</p> <p>Independently zip coat.</p> <p>Know the importance of drinking water.</p> <p>Staying safe outside holding adults' hand, crossing the road with and adult. Staying close to their adult.</p> <p>Introduce the</p>	<p>Gross Motor Skills Good balancing skills on benches and outside equipment.</p> <p>Throw and catch a ball.</p> <p>Kick a ball and make a controlled pass to a friend.</p> <p>Self-help: understand the importance of wearing sun cream and having a sun hat. Supported in understanding they need to sit in the shade and cool off.</p> <p>Fine Motor Skills</p> <p>Cutting fruit using two hands one to steady the fruit and one to cut.</p> <p>Cut out circles and squares with accuracy using both hand to control.</p> <p>Weaving on large scale inside using shape individual frames, outside on</p>	<p>Gross Motor Skills Know how to be a good team mate. Pass the ball and support children on ladders.</p> <p>Self -help: Seek shade to sit and cool off. Drink water more regularly in warmer weather.</p> <p>Fine Motor Skills</p> <p>Using both hands to hold a knife and fork. Using the fork to hold the food and the knife to cut.</p> <p>Cutting around a range of shapes with accuracy close to the desired line.</p> <p>Use correct letter formation of capital letters.</p> <p>Sizing of letters is appropriate.</p> <p>Understand why they need a good bedtime routine.</p> <p>Revisit importance of limiting screen time.</p> <p>I can join in with ball games and know the</p>
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		<p>Translation - palm to finger - moving an item to from your palm to your fingertips.</p> <p>Pulling up zipper when started.</p> <p>NSPCC Pants Rule</p> <p>Mark making: left to right direction</p> <p>Letter formation of taught graphemes in sand, salt, whiteboards, pencils.</p> <p>Handwriting on plain paper: 'Around' letters: c a o d g q 'Down' letters: l t b p k h i j m n r u y 'Curly' letters: e f s 'Zig-zag' letters: v w z x.</p> <p>Use their dominate hand to write.</p>	<p>sizes.</p> <p>Use playdough to develop different movements. Shift - moving an object using the pads of your finger. Adjusting pencil grip, manipulate buttons or a zipper</p> <p>Introduce clay - kneading, rolling, shaping and using a range of tools to model</p> <p>Begin to understand the importance of exercise and how to stay healthy.</p> <p>Mark making: directionality and retracing of vertical lines.</p> <p>Letter formation of taught graphemes in sand, salt, powder paint, rice, whiteboards, pencils. Sit at a table with good posture and core strength, without being supported.</p> <p>Handwriting on plain paper: 'Around' letters: c a o d g q 'Down' letters: l t b p</p>	<p>Select different paint brushes depending on task.</p> <p>Use playdough to develop: Rotation - rolling an item using the finger tips. Opening a bottle top by rotating the lid</p> <p>Discuss good oral care - brushing teeth in the morning and before bed.</p> <p>Letter formation- introduce Small letters are called 'boat letters': a c e i m n o r s u v w x z. Letters that are written below the line are called 'water letters': g j p q y. Tall letters are called 'sun letters': b d h k l t f.</p> <p>Begin to develop the skill of sentence writing supported in using finger spaces.</p> <p>Safety online</p>	<p>importance of having reasonable screen time.</p> <p>Letter formation: on handwriting paper Small letters are called 'boat letters': a c e i m n o r s u v w x z. Letters that are written below the line are called 'water letters': g j p q y. Tall letters are called 'sun letters': b d h k l t f.</p> <p>Develop capital letters, finger spaces and full stops.</p>	<p>the fence and other frames.</p> <p>Importance of healthy food choices and drink.</p> <p>Revisit - oral hygiene, importance of brushing</p> <p>Continue letter formation and work on size and sitting letters on the line.</p> <p>Demonstrate control writing movements, anti-clockwise, retracing vertical lines.</p>	<p>rules</p>
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k h i j m n r u y
 'Curly' letters: e f s
 'Zig-zag' letters: v w
 z x.

Complete P.E. Inspire Learn Succeed

Children will have opportunities to develop their gross motor skills through weekly PE sessions. Children will have daily access to the outdoor area which has a range of physical exercise equipment. Fine motor skills will be developed through targeted activities such as weaving, threading, dough disco and handwriting.

- Gymnastics**
High, low, over and under
- Introduction to **high, low, over** and **under**
 - Introduction to apparatus
 - Applying **high** and **low** on apparatus

- Dance**
Nursery Rhymes
- Moving in **sequence**
 - Creating our own **movements**
 - Creating simple movement sequences
 - Responding in movement to words and music
 - Exploring contrasting **tempos**
 - Exploring character movements

- Ball Skills**
Hands 1
- Explore **pushing**
 - Explore **rolling**
 - Explore **bouncing**
 - Explore bouncing into space
 - Combine pushing and rolling
 - Combine rolling, pushing and bouncing

- Locomotion**
Walking and Jumping
- Explore/develop walking
 - Explore walking in different pathways
 - Sustain walking
 - Explore marching
 - Apply walking into a game
 - Explore/ develop jumping
 - Apply jumping into a game
 - Jumping for distance
 - Explore jumping high
 - Explore hopping

- Games for Understanding**
- Taking turns/ keeping the score
 - Understanding and playing by the rules
 - **Avoiding a defender**
 - **Preventing an attacker** from scoring

- Ball Skills Feet**
- Explore moving with a ball using our feet
 - Develop moving with a ball using our feet
 - Understand **dribbling**
 - Develop dribbling against an **opponent**
- Rackets, Bats, Balls and Balloons**
- Explore pushing/hitting a balloon with control
 - Explore hitting a balloon with power into space
 - Explore hitting/pushing (sending) a balloon with accuracy
 - Explore balancing an object on a racket/bat

Pers	Self-Regulation	Autumn 1 Marvellous Me	Autumn 2 Celebrations/ Homes	Spring 1 The World Around Us	Spring 2 The World Around Us	Summer 1 Healthy Me!	Summer 2 The Great Outdoors Transitions
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		<p>Able to follow one step instructions, recognise different emotions and focus during short, whole class sessions.</p> <p>Language: Identifying emotions Identifies and names some common feelings in themselves, e.g. happy, upset, cross, lonely, worried</p> <p>Understanding self-awareness: Develop an understanding of their own preferences, abilities, and feelings.</p> <p>Encourage talking to an adult to explain what has happened when they are upset or feeling a certain way.</p> <p>The Colour Monster: Introducing the Mood self-registration - Daily share how they are feeling when they arrive in the morning.</p> <p>Keeps trying when they can't do something first time.</p> <p>Continuous Provision</p>	<p>Talk about how they are feeling and to consider others' feelings.</p> <p>Building empathy: Understand and consider the feelings and needs of others.</p> <p>Link events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy.</p> <p>Considers the feelings of others. Use pictures of different scenarios to talk about possible responses.</p> <p>Supported in 'having a go', and not crying when we can't do something.</p> <p>Supported in thinking of other ways of doing things if something hasn't worked.</p> <p>With support, controls their impulses when waiting for their turn. Working on patience (linked to advent - time of waiting)</p> <p>Know to ask an adult</p>	<p>Able to focus during longer whole class sessions.</p> <p>Supported in listening to others.</p> <p>Developing problem-solving skills: Engage in activities that encourage critical thinking and finding solutions to problems. <i>Supported in learning to think of other ways to do something if something hasn't worked.</i></p> <p>Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" (Conflict Resolution)</p> <p>Have a positive reaction or feeling when completing a task.</p> <p>Continuous Provision Choice in the environment, timers, books, selection of tools and resources to carry out tasks, self-esteem support, class and school rules,</p>	<p>Identify and moderate their own feelings socially and emotionally. Not being impulsive but thinking about their actions.</p> <p>Practicing mindfulness and self-regulation techniques: Support them to calm down, focus, and regulate their emotions. Take deep breaths.</p> <p>"Bounces back" quicker after upset and with more independence.</p> <p>Sees themselves as a valuable individual.</p> <p>Listens to other and manages their own emotions.</p>	<p>Able to control their emotions using a range of techniques. Learn to stop themselves from doing something they shouldn't.</p> <p>Demonstrate resilience and bounce back from setbacks. If something doesn't work think a different way.</p> <p>Thinks about the perspectives of others by listening to one another.</p> <p>Waits with increased patience, when necessary, e.g. When waiting for a turn on the computer.</p> <p>Controls their feelings when they are upset or angry.</p>	<p>Follow instructions of three steps or more. Prepare for transition into Y1.</p> <p>Showing resilience and perseverance when challenged.</p> <p>Understanding their own actions and some actions of others.</p> <p>Describe self in positive but realistic terms.</p> <p>Show an understanding of their own feelings and those of others - regulating their behaviour using techniques taught.</p> <p>Set and work towards simple goals, able to wait for what they want and control their immediate impulses when appropriate.</p>
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		Discussions, assemblies, books, within small world, role play, throughout play and work with each other.	for help.	various praising techniques (house points, stickers, certificates etc).			
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<p>Managing Self</p>	<p>Self-help: wash hands, independently put on and take off coat.</p> <p>Puts on own shoes and fastens if Velcro</p> <p>Pulls zips up and down but may need help to insert or separate.</p> <p>Uses the toilet independently and wash their hands well, knowing why this is important.</p> <p>Confidence: Supported the children to believe in themselves and their abilities.</p> <p>Independence: Adult to modelled and talk through how to do things to develop independence.</p> <p>Cooperation: Adult to model how to work together and share with others.</p> <p>Respect: I know that it is good to be kind to people.</p> <p>Responsibility: I know what being</p>	<p>Self-help: Can take off and place shoes back on. Attempt to put on overalls and wellies - asking for help if needed.</p> <p>Discusses healthy food choices and how they are good for our body.</p> <p>Takes part in a variety of exercises.</p> <p>Resilience: With support, persevere and keep trying when faced with obstacles.</p> <p>Confidence With support, take risks and try new things.</p> <p>Independence: Develop self-help skills such as dressing and feeding independently.</p> <p>Respect: With support, understand the concept of fairness and treating others equally. We are a family and treat everyone the same. (valuing other people's feelings)</p> <p>Responsibility:</p>	<p>Self -help: pull at sleeves and take arm under their jumper to take it off over their head.</p> <p>Puts on socks and shoes correctly</p> <p>Sorts healthy foods from less nutritional food.</p> <p>Knows that exercise strengthens your heart and makes you fitter.</p> <p>Understands road safety and how to be safe in the dark.</p> <p>Resilience: Beginning to persevere when something is challenging.</p> <p>Confidence: Tries in new activities independently.</p> <p>Cooperation: Play and share resources with others. (taking turns and waiting patiently)</p> <p>Respect: Staff have modelled good manners and now children are showing this. (holding doors, saying thank you to dinner staff)</p>	<p>Self-help: Independently put on wellies and overalls. Placing everything in the right place.</p> <p>Takes t-shirt and jumper on/off independently but may be back to front.</p> <p>Resilience: Understand the importance of problem-solving and using different strategies.</p> <p>Confidence: Celebrate achievements and successes.</p> <p>Independence: Make choices and decisions. Choosing which book, they will vote for. Choosing what to use for desired outcome.</p> <p>Cooperation: With increasing involvement take part in group activities and follow instructions.</p> <p>Respect: Demonstrate good manners and show gratitude.</p> <p>Responsibility Taking on more</p>	<p>Self-help: understand the importance of wearing sun cream and having a sun hat.</p> <p>Supported in understanding they need to sit in the shade and cool off.</p> <p>Dresses and undresses independently but may still need help with small buttons and laces.</p> <p>Clothing may still be put on back-to-front on occasion.</p> <p>Resilience: Tries different approaches when solving problems and be able to discuss what they have done.</p> <p>Confidence: Enjoys more challenging activities and set goals for themselves that stretch their abilities.</p> <p>Independence: Complete simple tasks and activities with minimal adult</p>	<p>Self -help: Seek shade to sit and cool off. Drink water more regularly in warmer weather.</p> <p>Talks about how to be safe around water and in the sun</p> <p>Fastens zip independently.</p> <p>Resilience: Develop a positive attitude towards challenges and mistakes.</p> <p>Confidence: Develop self-esteem and a positive self-image.</p> <p>Independence: Complete tasks independently and complete all self-help tasks independently.</p> <p>Cooperation: Collaborate and communicate with peers effectively.</p> <p>Respect: Treating others kindly and valuing their feelings and opinions.</p> <p>Responsibility: Taking</p>
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	<p>responsible means.</p> <p>I know our 'Be Rules' Abides by most of the rules of the classroom.</p> <p>NSPCC Pants rule</p>	<p>Understand the need to have rules.</p> <p>Beginning to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts, and they are upset</p> <p>Continued modelling to show children to take care of personal belongings and shared resources. (put jumper in bag or peg, return items back to the correct place.)</p> <p>Online Safety</p>	<p>Responsibility: Understands that rules are there to keep us safe and to make things fair.</p> <p>Follow classroom rules consistently.</p> <p>Know the importance of oral hygiene - brushing twice a day</p>	<p>ownership in taking care of personal belongings and shared resources.</p> <p>Begin to show responsibility in completing simple tasks and routines with little adult support.</p> <p>Know what to do if I get lost and how to say NO to strangers.</p> <p>Staying safe and near our known adults.</p>	<p>support.</p> <p>Cooperation: Take part in group activities and follow instructions without adult support.</p> <p>Respect: Appreciate and respect the similarities and differences between individuals. (we might not like the same thing, but both our opinions are valid.)</p> <p>Responsibility Be responsible for completing simple tasks and routines, independently.</p> <p>Identifies when they haven't followed a rule or not made a good choice and can say why and understands there will be a consequence.</p>	<p>ownership of our actions and choices.</p> <p>Have reasonable screen time.</p>
Books to Share	Don't Eat the Teacher	Ravi's Roar and Ruby's Worry	Germs are Not for Sharing	Look up!	Eat Your Peas!	I am Enough

<p>Building Relationships</p> <p>NSPCC PANTS Online Safety</p>	<p>Show and discuss pictures of different relationships (family, friends, teacher) to introduce the concept of relationships.</p> <p>Leave adults happily at the door when entering school</p> <p>With support build new friendships, understanding the importance of being kind to people.</p> <p>Smile and be friendly When you meet someone new, smile and say hello. Use kind words like "Hi," "How are you?" or "Nice to meet you."</p> <p>Take turns, with adult support, e.g. when playing a board game.</p> <p>Asks for help from a familiar adult.</p> <p>Joins in with a group of children who are playing. Be proud of who you are and show your unique qualities.</p>	<p>Know that all families are different.</p> <p>Know how to make friends if I feel lonely.</p> <p>I know and can use my words to stand up for myself.</p> <p>Use polite words like "please," "thank you," and "excuse me."</p> <p>Forms some closer friendships and seeks them out to initiate play.</p> <p>Celebrate your friends' achievements (awards assembly)</p> <p>Pay attention to what others are saying. Look at them and nod your head to show that you are listening.</p> <p>Expresses their feelings in an appropriate way Shows empathy in simple ways, e.g. finding an adult for a child who is hurt.</p> <p>With support, understands that different children have different viewpoints and</p>	<p>Know about the people who help me and can talk about and show the work they do. For example, priest, cleaner</p> <p>Know some kind words to encourage people with.</p> <p>Use gentle words and avoid saying mean things to others.</p> <p>If you make a mistake or hurt someone's feelings, say sorry.</p> <p>Takes turns and shares, adults to continue to support and developing understanding. How do we make people feel when we share things? How does it make us feel?</p> <p>Work together with others on a task or project.</p> <p>Holds back & forth conversations, listening to their peers' ideas. Ask questions or make comments to show that you understand.</p>	<p>Know what to do if I get lost and how to say NO to strangers.</p> <p>Discuss relationships out of school. (cousins, siblings and other friends)</p> <p>Take turns when playing games or having a conversation.</p> <p>Be patient and listen to what others have to say.</p> <p>Be respectful and considerate to others' feelings.</p> <p>Be understanding and supportive when someone is sad or upset.</p> <p>Mean it when you apologise and try not to make the same mistake again.</p> <p>Offer to help when friends need assistance.</p> <p>Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer.</p> <p>Will calmly explain to</p>	<p>Have a sense of belonging and know this is their community.</p> <p>Know how to work together and enjoy being with my friends.</p> <p>Beginning to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?"</p> <p>Forgive others when they say sorry and move forward.</p> <p>Is outgoing and will help others (even if they are not close friends) who are not as confident or are in need of help.</p> <p>Learn to negotiate and solve problems without aggression.</p> <p>Treat everyone equally and make friends with people from different backgrounds.</p>	<p>Know that we all start as babies and grow into children and then adults.</p> <p>Know that I grow and change.</p> <p>Can talk about how I feel moving to Year 1 from Reception.</p> <p>Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs.</p> <p>Show empathy by offering support or a helping hand.</p> <p>Celebrate our similarities and differences.</p>
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		<p>opinions.</p> <p>Introduce conflict resolution - treating everyone equally. (use of timers as visual representation of each person's allowance or laps around on the bikes/scooters)</p>	<p>With support, able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.</p> <p>Supported in, beginning to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?"</p>	<p>another child if they don't like what they are doing (e.g. Making noises in their face)</p> <p>Understands that we may disagree with people, but we still need to treat them with respect.</p> <p>Celebrate and respect differences in others, such as their cultures or interests.</p>		
Books to share	Brown Bear Brown Bear	Kind	On Sudden Hill	Don't Hug Doug The Girl who Loves Dinosaurs	Tumford the Terrible	Beegu
<p>Children will have opportunities to develop PSED embedded throughout daily routines etc. that help to allow them to develop a sense of themselves, social skills and respect for others while developing their emotional well-being and ability to self-regulate in order to help them understand their feelings and behaviour.</p>	Module 1: Created and Loved by God		Module 2: Created to Love Others		Module 3: Created to Live in Community	
	<p>Unit 1: Religious Understanding Unit 2: Me, My Body, My Health</p>	<p>Unit 3: Emotional Well-Being Unit 4: Life Cycles</p>	<p>Unit 1: Religious Understanding Unit 2: Personal Relationships</p>	<p>Unit 3: Keeping Safe Unit 4: Keeping Safe</p>	<p>Unit 1: Religious Understanding Unit 2: Living in the Wider World</p>	<p>Transition</p>

		Autumn 1 Marvellous Me	Autumn 2 Celebrations/ Homes	Spring 1 The World Around Us	Spring 2 The World Around Us	Summer 1 Healthy Me!	Summer 2 The Great Outdoors Transitions
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White Rose Maths Number and Numerical Patterns

I understand cardinal principle. I experiment with symbols and marks as well as numbers. I can count (up to 5) accurately using 1:1 correspondence when the objects are similar and placed in a line.

Match and Sort
To find and match items that are the same. Understanding which item belongs to a set and which one does not. How do you know it is the same?

How do you know you know it is different? Why is this one not like mine?

Children begin to create their own criteria for sorting. Sorting buttons that have a pattern or do not/ depending on the number of holes they have.

Compare Amounts
Be able to sort collections into sets and understand how to make comparisons between groups. Able to use the language to compare: more, fewer, same amount

Representing 1, 2, 3
Able to identify different representations of each number.

Match number names to we say to numerals and quantities.

Where can you find 1, 2, and 3? Create own collections of objects in groups of 1, 2, and 3.

Begin to subitise to 3
Look at object and know if they need to count or subitise to find the amount.

Comparing 1,2,3
Understand that as we count, each number is one more than the number before. Same concept as we count back it is one less.

To find 1 more and 1 less than numbers to 3

Composition of 1, 2, 3
All numbers are made up of smaller number. Explore different ways of making 2 and 3. Example: 3 can be composed of: 1 and 1 and 1, 2 and 1, 1 and 2. Can you find different ways to make 3?

Numbers to 4 & 5
Count on and back to 4 and 5.

Subitise to 5

Match number names to we say to numerals and quantities.
Able to count forwards, and backwards, accurately using the counting principle.

I can count each object only once and say one number name for each object. When I count, I say the numbers in order. This order always stays the same.

One more and One less
Use five frames to represent numbers to five. Show one more or one less by adding or taking away one.

Introducing Zero
Learn that that the number name zero and the numeral 0 can be used to represent the practical understanding of that there is 'nothing there' and it has 'all gone'.

Apply this understanding within the classroom - Number songs which count back.

Comparing numbers to 5
Build on previous understanding that when comparing numbers, one quantity can be more than, the same, or fewer than another quantity.

Provide tasks where they can make the distinction between size and quantity.

Composition of 4 and 5
Continue to understand that all numbers are made up of smaller numbers. Explore different compositions 4 and 5. Example: 5 can be composed of: 1 and 1 and 3 or 2 and 3 or 1 and 4 Can you find different ways to make 4 and 5?

Numbers 6, 7, 8
Represent 6,7 and 8 in different ways. Count out required number of objects from a larger group.

Arranging items will consolidate their understanding of subitising and know how numbers are made up of smaller numbers. Example: I know it is 8 because I see 4 and 4.

Making Pairs

Number 9 and 10
Representing/Composition Represent 9 and 10 in different ways. Use a ten frame to subitise groups of 9 and ten. Example: I know it is 9 because I see 3, 3 and 3. Use cassette ten frames

Comparing Numbers to 10
Continue to make comparisons by lining items up with 1:1 correspondence. Making comparisons: more items, fewer items or the same number of items as another set.

Number Bonds to 10
Explore number bonds to 10 using real objects in different contexts. Example: There are 10 apples. How many in the tree and how many on the ground?

Building Number beyond 10
Build and identify numbers to 20 using a range of resources.

Recognise that the numbers 1-9 repeat after every full 10. Example: 1 full ten and 1, 1 full 10 and 2 etc.

Counting Patterns Beyond 10
Count on and back from 10. Count on and back from different start points.

To say what comes before and after a given number and to place sequences of numbers in order.

Adding More
Use real objects to see that the quantity of a group can be changed by adding more. Use first, then, now structure to create mathematical stories.

Move from re-counting all the objects to counting on. (when ready) Example: 4...5,6,7

Taking Away
Use real objects to see that the quantity of a group can be changed by taking items away. Use first, then, now structure to create mathematical stories.

Subitise or count to see how many are left.

Doubling
Double means 'twice as many.' Build numbers using pairwise patterns on ten frames. Say the doubles when building. Example: Double 2 is 4

Sharing and Grouping
Recognise and make equal groups.

Even and Odd
Some quantities will share equally into two groups, and some won't. Notice the odd and even structure on the number shapes and building pairwise patterns on the 10 frames.

Patterns and relationships

Begin to understand that a pair is two.

Arrange items in pairs and notice that some quantities will have an odd one left over.

Combining 2 Groups
Begin to combine two groups to find how many altogether.

This should be taught and applied using real objects.

	<p>White Rose Maths Measure, Shape and Spatial Thinking</p>	<p>Compare Size, Mass & Capacity To know object can be compared and ordered according to their size. Able to use the basic language to compare: little, large, small Introduce more specific language: <i>tall(er), long(er), short(er)</i></p> <p>Make Simple Patterns To copy, continue and create their own simple repeating pattern. Create AB patterns using objects or actions.</p>	<p>Circles and Triangles <i>Circles</i> have 1 curved side and <i>triangles</i> have 3 straight sides.</p> <p>Begin to recognise these shapes on everyday items in the classroom and outside. To have access to a variety of different sized circles and triangles.</p> <p>Spatial Awareness Begin to use positional language to describe how items are positioned in relation to other items. Example: Sit teddy on the shelf next to the books.</p> <p>Geometry and Spatial Thinking Shapes with 4 Sides Learn that squares and rectangles have 4 straight sides and 4 corners. Show squares and rectangles in a variety of different sizes and orientations.</p> <p>Measurement Talk about night and day. Order key events in their daily routine. Use language to describe when events might happen. Example: <i>day, night, morning, afternoon, before, after, today, tomorrow</i></p>	<p>Comparing Mass Make direct comparisons holding items to estimate which feels heaviest the use balance scales to check. Use language to compare: <i>heavy, heavier than, heaviest, light, lighter than, lightest</i></p> <p>Compare Capacity Revisit and consolidate understanding of full and empty to show half full, nearly full and nearly empty.</p> <p>Use language to describe the shape of containers used: <i>tall, thin, narrow, wide and shallow</i></p> <p>Length and Height Begin to use language to describe length and height when making direct comparisons. Specific Mathematical Language: <i>longer, shorter, taller, wider, narrower</i></p> <p>Time Order and sequence important times in the day. Language of time: <i>now, before, later soon, after, then, next</i></p> <p>Describing when events happen: <i>yesterday, today, tomorrow</i></p>	<p>3-D Shape Explore and manipulate 3-D shapes through block play and modelling.</p> <p>Be introduced to the names of the shape: <i>cylinder, cuboid, cube, sphere, cone, square-based pyramid</i>.</p> <p>Pattern Explore more complex patterns. Explore patterns which use items more than once in each repeat. Example: ABB, AAB, AABB, AABBB</p>	<p>Spatial Reasoning 1 Select and rotate shapes to fill a given shape. Explain why certain a shape was chosen and why a different shape would not fit.</p> <p>Spatial Reasoning 2 Shapes can be combined and separated to make new shapes. Fit shapes together and break shapes apart.</p>	<p>Spatial Reasoning 3 Understand that places and models can be replicated. Use positional language to describe where objects are in relation to other items.</p> <p>Patterns and Relationships Explore and investigate the relationships between numbers and shapes. Continue to copy and create a widening range of repeating patterns.</p> <p>Spatial Reasoning Understand that we can create maps and plans to represent places. <i>This is covered during the 'World Around Us', topic.</i></p>
<p>Understandi</p>	<p>Themes Past and Present People, culture and</p>	<p>Autumn 1 Marvellous Me</p>	<p>Autumn 2 Celebrations/ Homes</p>	<p>Spring 1 The World Around Us</p>	<p>Spring 2 The World Around Us</p>	<p>Summer 1 Healthy Me!</p>	<p>Summer 2 The Great Outdoors Transitions</p>

<p>communities</p> <p>The Natural World</p> <p>Autumn (23rd Sept. - 22nd Dec. 2023)</p> <p>Winter (22nd Dec 2023 -20th March 2024)</p> <p>Spring (20th March - 20th June 2024)</p> <p>Summer (20th June-22 Sept.2024)</p>	<p>Past and Present Name and describe people who are familiar to them.</p> <ul style="list-style-type: none"> • What's special about your family? • Are all families the same? • How have you changed since you were a baby? (dental hygiene) <p>The Natural World <i>Observing Changes in Nature</i> Seasons - Autumn</p> <ul style="list-style-type: none"> • What changes take place during Autumn? <p>Leaves change colour as they begin to die. The eventually fall to the ground.</p> <ul style="list-style-type: none"> • How does the weather change? The temperature begins to cool. Weather can be unpredictable and windy/rainy. • What happens to trees? <p>Leaves change colour and fall to the ground - yellow, orange, red, purple and brown. Signs of Autumn Acorns, conkers. As we enter Winter the trees are bare.</p>	<p>Past and Present Celebrations that are familiar - bonfire, Diwali, Christmas</p> <p>Sharing their own experiences that happened in the past, a long time ago. (birthdays, celebrations)</p> <ul style="list-style-type: none"> • How do we celebrate? • Where do people go to celebrate different celebrations? (Places of worship Mandir - Diwali, Church - Christmas) <p>Remembrance Day</p> <p>What happened? Who are we remembering? Why is it important to remember? (link in loss)</p> <p>People, culture and communities</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Diwali (Festival of Light)</p> <p>Little Glow book</p>	<p>People, Cultures and Communities</p> <p>Build on map reading from last term and introduce a globe. (Geography link)</p> <p>What is in my immediate environment/ community?</p> <p>Look at our local community and map it out.</p> <p>Asda, Gateshead Stadium, Holy Trinity Church, Tik Tok Nursery (some children attended there before coming to St Wilfrid), Our Lady & St Wilfrid's RC Church, Saji's Indian restaurant.</p> <p>Look at aerial view and street view and discuss the difference.</p> <p>We already know we live in a town. Look at what a city is.</p> <p>Our nearest city is Newcastle-upon Tyne. What is a City?</p> <p>A city is a place where many people live closely together. They offer more jobs, more schools, and more kinds of activities than smaller towns and villages.</p> <p>Locate on a map of England.</p> <p>We live in the North-East of England.</p> <p>The Natural World</p> <p><i>Observing Changes in Nature</i> (Geography and Science)</p> <p>Winter</p> <ul style="list-style-type: none"> • What changes do we notice take place between Autumn and Winter? Darker mornings and evenings. The trees are now completely bare now. • How does the weather change? Colder, wetter weather and snow. • Animals that enter hibernation. Ground Squirrels and hedgehogs. <p>Investigating <i>melting and freezing</i> Science Experiment</p> <ul style="list-style-type: none"> • How does ice melt? <p>In order to melt ice, we need to apply heat.</p> <ul style="list-style-type: none"> • What happens to the ice? <p>The ice melts and becomes water.</p>	<ul style="list-style-type: none"> • Planting and growing outside planters • Name parts of a plant and tree • Investigate our outdoor area - discuss what may prevent seeds from growing • How can we help plants grow? <p>The Natural World</p> <p><i>Observing Changes in Nature</i> Spring</p> <ul style="list-style-type: none"> • What changes take place during Spring? • How does the weather change? • What happens to animals and plants? • How is Spring different to Winter and Autumn? 	<ul style="list-style-type: none"> • How the lives of people are different depending on where they live. • Compare different cultures and religions. Muslims celebrating Eid. <p>The Natural World</p> <p><i>Observing Changes in Nature</i> Summer</p> <ul style="list-style-type: none"> • What changes take place during Summer? • How does the weather change? • What do we do at Summer that is different from the other seasons?
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Have parents come in to discuss the **celebration**. Create Diwali cards.

- What is Diwali?

The festival of Light: celebrates the victory of good over evil and light over darkness.

Rama Story

- How do **Hindu's** celebrate?

Hindu's celebrate at their **holy place** - A **Mandir**. The celebrations include fireworks, food, gifts, coloured sand - **Rangoli patterns**, and special **clay lamps** - **diya**.

People, culture and communities

Introduce a world map and find UK on a map

Draw information from a simple map (Geography)

Map Work - Martha Maps Out

- What is a **map**?
- Where do we all live?
- Where is my **house** and school?
- Where do I **live**?
- Where do I go to school?
- Create **maps** of our house and classroom

- How can we turn water into ice?

Water turns to ice when it is placed in a cold place (below 32 degrees Fahrenheit), such as the freezer.

Investigate different ways in speeding up the process of melting.

Predict which process will be the quickest. Have animals trapped in ice. Children to use different options to melt the ice. (heat, cold, water, salt, sugar)

Our school is in Gateshead, which is a town.

A town is a built-up area with a name, defined boundaries, and local government, that is larger than a village and generally smaller than a city.

Past and Present History of Homes
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

- What is your home like?
- What were homes like in the past?
- How have homes changed?
- Compare **past** and **present** houses.

The Natural World
Investigating Materials and their usefulness

Science Experiment
Look at some familiar objects. Ask the Children what they are made of and why. (waterproofs, wood, paper, fabric, metal, rubber) Talk about the **properties** of

			materials (light/heavy, transparent, waterproof, bendy)				
Culture Calendar	World Mental Health Day Harvest Festival Black History Month	Diwali Bonfire Night Remembrance Day Children in Need Christmas Hanukkah	New Year Chinese New Year Pancake Day	World Book Day Vaisakhi Science Week Holi Mother's Day Ramadan Lent/Easter	National Gardening Week	World Environment Day Father's Day Eid	

<p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Art Express their thoughts and ideas with paint.</p> <p>Combine different art mediums with support.</p> <p>With support, use a range of different size brushes to complete a painting.</p> <p>Makes choices about what colours they will mix. (Focus on primary colours red, blue and yellow)</p> <p>Create family tree pictures with paint and pens. Mix paints to make brown. Make pictures related to their memories (holidays/birthdays)</p> <p>Fixing and Joining With support, selects media to achieve desired effect. (glue/Sellotape) Make decisions about what they</p>	<p>Art Observes objects on display when painting and responding with paint.</p> <p>Uses a range of movements and brush strokes to paint. Spirals, vertical, horizontal.</p> <p>Prints to create patterns and pictures. Plans their creation - deciding on colours and tools. This is supported by an adult.</p> <p>Paints in the style of an artist. Van Gogh - Starry Night</p> <p>Fixing and Joining Add spit pins and tags to the literacy and creative area. Demonstrate how to use these. Controls brush or glue spatula to spread glue.</p> <p>Uses a sellotape dispenser.</p>	<p>Art Carefully plans where they will print and what they will print. Use of water paints, paint sticks, paint, chalk, pens, coloured pencils etc.</p> <p>Prints with a range of colours.</p> <p>Adapts/modifies pictures with support.</p> <p>Fixing and Joining Add hole puncher and treasury tags to the writing area. Demonstrate how these are to be used.</p> <p>Plans how they will fasten things together Checks that fastening is secure.</p> <p>With support the can join with more complex fastenings such as elastic bands, treasury tags, pipe cleaners, paper clips</p>	<p>Art Experiments with different tones and shades.</p> <p>Mixes an intended colour for an intended purpose.</p> <p>Paints in the style of an artist. Paints in the style of an artist.</p> <p>Fixing and Joining With more independence can join with more complex fastenings such as elastic bands, treasury tags, pipe cleaners, paper clips</p> <p>Uses more demanding materials including fabric, card, and plastic.</p> <p>Technology Independently uses an iPad to take pictures and videos. Record dance routines and story narratives.</p>	<p>Art Uses variety of art tools with greater accuracy and independence.</p> <p>Reviews own work and makes improvements, explaining why changes are better.</p> <p>Fixing and Joining Uses a stapler safely. Can tie a knot in wool/string.</p> <p>Uses more demanding materials wood to create. Plan how to cut and join.</p> <p>Construction Creating a structure Ensure their elaborate model is stable.</p> <p>Spatial Awareness Plan which resources they need to create their designs using a range of</p>	<p>Art Able to plan and create, also adapt and improve their creation. This could be by doing numerous drafts.</p> <p>Paints in the style of an artist.</p> <p>Fixing and Joining Able to understand which tool would be best used depending on the task in hand. Able to review their work - did they use the right tools?</p> <p>Small World/ Role Play Able to intertwine their own experiences with the experiences of others.</p> <p>Have clear narratives and allocated roles.</p>
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	<p>will use to stick - which will be most effective way to stick?</p> <p>With support, makes decisions about what the correct amount of tape/glue to use is.</p> <p>Construction Creating a structure Combines resources to create a structure.</p> <p>Spatial Awareness Build a house/model with different rooms or different parts.</p> <p>Constructs with a purpose in mind Change, adapt and modify model to serve a purpose - with support.</p> <p>Technology Use the CD player to listen to stories. Press play and pause.</p> <p>Small world/Role Play</p>	<p>Technology With support, can open up camera to take pictures of their work on an iPad.</p> <p>Small World/Role Play Role play basket Chooses different outfits to become different characters.</p> <p>Uses props to develop their chosen character role.</p> <p>Acts out both familiar and imaginative scenarios.</p> <p>With support, uses some story language in their play - familiar lines from stories, familiar story themes. (<i>Christmas performance</i>)</p> <p>With support, the children design and imagine their own story setting.</p>	<p>Creating a structure Builds more elaborate structures. Includes systems (e.g. pathways, roads, bridges etc) and adds detail to structure.</p> <p>Spatial Awareness Uses smaller blocks/construction tools to create intricate structures.</p> <p>Constructs with a purpose in mind Combine construction resources to create model. Creates a design before they construct.</p> <p>Small World/ Role Play Describes what they are doing in their role play. Articulates thoughts and feelings through narrative. Support children in adapting and</p>	<p>Small world/ Role Play Uses different voices and expressions.</p> <p>Takes on a range of roles confidently.</p> <p>Creates different outfits to become different characters. (e.g. lady with necklace and handbag, other with backpack and binoculars).</p>	<p>blocks big and small.</p> <p>Constructs with a purpose in mind Chooses appropriate small world resources to enhance construction.</p> <p>Small World/ Role Play Uses story language and story features to create a narrative of their own.</p> <p>Creates shared narratives.</p>	
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		<p>Home Area Expresses some emotions through role play.</p> <p>Shows an awareness of the feelings of other 'characters' feelings in joint role play.</p> <p>Able to find a resource for a given purpose to fit in with their narrative.</p> <p>Use dance resources outside with support.</p>	<p>With support can make up a simple dance routine with three steps. (twirl, clap and jump)</p>	<p>changing their voice tones.</p> <p>With support, uses story language and story features to create a narrative of their own.</p> <p>Independently can make up dance routines that consist of four steps that can be repeated. With support record them on the iPad.</p>			
Expressive Arts and Design	<p>Music and performance Charanga</p>	<p>Me! Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p>	<p>My Stories I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p>Everyone! Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p>	<p>Big Bear Funk Big Bear Funk</p>	<p>Our World Old Macdonald Incy Wincy Spider Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p>	<p>Reflect, Rewind & Replay Big Bear Funk Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p>

	<p>Art and Design Kapaw</p> <p>Children will have constant access to a range of mark making, construction and manipulative materials throughout the year, both inside and outside.</p>	<p>DT</p> <p>Structures: Junk modelling</p>	<p>Art and Design</p> <p>Drawing: Marvellous marks</p>	<p>DT</p> <p>Textiles: Bookmarks</p>	<p>Art and Design</p> <p>Painting and mixed media: Paint my world</p>	<p>DT</p> <p>Structures: Boats</p>	<p>Art and Design</p> <p>Sculpture and 3D: Creation station</p>
	<p>Focused Artist</p> <p>Weekly lessons of Draw with Rob (Rob Biddulph)</p>	<p>Jane Perkins</p> <p>Junk Modelling using buttons</p>	<p>Van Gogh</p> <p>Starry Night</p>		<p>Hokusai</p> <p>The Great Wave off Kanagawa</p>		<p>Beth Cavener</p> <p>Animal sculptures</p>
<p>Role-</p>		<p>Home Area</p>	<p>Home Area</p> <p>Stable (Nativity)</p> <p>Children's Interest</p>	<p>Home Area</p> <p>Dentist</p> <p>Children's Interests</p>	<p>Home Area</p>	<p>Home Area</p>	<p>Home Area</p>