

ST JOHN'S YR	AUTUMN		SPRING		SUMMER	
<p>THEMES AND FOCUS TEXTS</p> <p>These themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p><i>I am amazing!</i></p> <ol style="list-style-type: none"> 1. Settling 2. Starting school – The Koala who could/ The Lion inside 3. Managing separation – Owl Babies 4. Sharing – The Rainbow Fish/ Meesha Makes Friends 5. Importance of sharing feelings- Ruby's Worry/ In my heart/ Ravi's Roar 	<p><i>Sparkle and Shine</i></p> <ol style="list-style-type: none"> 1. Diwali –Hurray for Diwali/ non fiction books 2. Messages of acceptance, understanding and confidence- It's Okay To Be Different/ Elmer/ Perfectly Norman/ My shadow is pink 3. Self-help skills/ dressing –Bear Snores On / The Tiger who came to tea 4. Winter – StickMan/non fiction books 5. Hanukkah – Sammy Spider's 	<p><i>Terrific tales</i></p> <ol style="list-style-type: none"> 1. Materials/ building- The Three Little Wolves and the Big Bad Pig 2. Dinosaurs – She Rex/ non fiction books 3. Monsters- The Three Billy Goats Gruff 4. Adventure Sir Charlie Stinky Socks and the Really Big Adventure / Tilda Tries Again 5. Teamwork- The little Red Hen 6. Lunar New Year 	<p><i>Ready steady grow</i></p> <ol style="list-style-type: none"> 1. St John's in bloom – Rosa's Big Sunflower experiment 2. Growing – Jasper's Beanstalk 3. Healthy eating/ The Gruffalo –Supertato Run Veggies Run/ Handa's Surprise 4. Life cycle – Monkey Puzzle/ our class is our family 5. Seasonal change- Busy Spring <i>(Mothers Day)</i> 6. Seed to flower- Ten Seeds/ A stroll through the seasons / Easter story 	<p><i>Animal magic</i></p> <ol style="list-style-type: none"> 1. Jungle Animals- Animal Boogie/ Tidy/ Jane Goodall 2. Minibeasts- Mad about Minibeasts/ The big book of bugs 3. Pets- Hairy Maclary/We are all welcome 4. Farm Animals- What The Ladybird Heard 5. Sea pollution – The Snail and the Whale/ Somebody swallowed Stanley/ Sully the seahorse 6. Endangered animals – Panda 	<p><i>Journeys</i></p> <ol style="list-style-type: none"> 1. Appreciate difference – Last stop on market street Dream Big Little One, 2. Refugees- Coming to England/ The Journey 3. Space- Beegu/ Here We Are 4: Transport-All aboard the london bus/ cars trucks and all things that go 5: Our World- P is for passport / Pink is for boys 6: Imagination – The way back home 7: Seaside- The Big Book of Blue

	<p>6. Families- The Big book of Families / My Friends and Me</p> <p>7. Harvest- We're going on a leaf hunt/ Non Fiction books</p> <p>8. Celebrating difference Skin Like Mine</p>	<p>First Hanukkah/ non fiction books</p> <p>6. Christmas - Dear Santa</p> <p>7. Christmas - Nativity story</p>	<p>Ruby's Chinese New Year / non fiction books</p>		<p>bear panda bear what do you see?</p>	
<p>PERSONAL, EMOTIONAL AND SOCIAL DEVELOPMENT</p> <p>Managing self</p> <p>Self regulation</p> <p>Building relationships</p> <p>(These have been split for extra focus but will be ongoing)</p>	<p>To know the school rules and be able to talk about how they help to keep them happy and safe.</p> <p>Starting school books, introducing class rules and our road behaviour system</p> <p>To be able to talk about how to stay safe</p> <p>To be able to build constructive and respectful relationships</p> <p>Turn taking games, songs and rhymes. Build relationships with Trusted adults</p> <p>To know how to be a good friend and begin to take turns Playtimes and lunchtimes,</p>	<p>To be able to show resilience and perseverance in the face of challenge</p> <p>To be able to Identify and moderate their own feelings socially and emotionally.</p> <p>Books- It's Okay To Be Different/ Elmer/ Perfectly Norman/ My shadow is pink</p> <p>To be able to display confidence to try new activities</p> <p>Diwali and Hanukkah activities</p> <p>To be able to Manage own basic hygiene and personal needs.</p> <p>To know what democracy means</p>	<p>To be able to identify and moderate their own feelings socially and emotionally</p> <p>To be able to show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Continuous provision and PSHE</p> <p>To be able to set and work towards simple goals.</p> <p>To be able to display Confidence to try new activities.</p> <p>To be able to explain the reasons for rules and know right from wrong.</p> <p>To be able to Manage own behaviour.</p>	<p>To know what makes a good friend</p> <p>To be able to think about the perspectives of others.</p> <p>To be able to manage their own needs</p> <p>Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p> <p>To know about and show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Give children strategies for staying calm in the face of frustration</p> <p>To be able to set and work towards simple goals.</p> <p>To be confident to try new activities and be able to</p>	<p>To show resilience and perseverance in the face of challenge</p> <p>To start to solve own conflicts by negotiating and finding a solution</p> <p>To be able to think about the perspectives of others.</p> <p>To be able to manage their own needs.</p> <p>To know about and show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Discuss why we take turns, wait politely, tidy up after ourselves and so on . Looking after pets Looking after our Planet</p>	<p>To start to solve own conflicts by negotiating and finding a solution</p> <p>To display confidence to try new activities and show independence, resilience and perseverance in the faces of challenge</p> <p>To be able to give focused attention to what the teacher says, responding appropriately even when engaged in activity</p> <p>To show an ability to follow instructions involving several ideas or actions.</p> <p>Winning and losing Changing me- Look how far I've come! Model positive behaviour</p>

	<p><i>introduce continuous provision activities.</i></p> <p><i>To know what to do if they are feeling worried about something</i></p> <p><i>Mindfulness activities eg , worry monster, emotion books: The Colour Monster. Build a tool kit for children to draw on when emotions become too much eg quiet space, cuddle toys fiddle toys, self massage</i></p> <p><i>To be able to give focused attention to what their peers and the teachers say. Games and songs involving giving and receiving instructions</i></p> <p><i>Class Rules and Routines</i></p> <p><i>Class timetable</i></p> <p><i>Turn taking</i></p>	<p><i>and begin to build an awareness of majority votes through voting in class.</i></p>	<p><i>To be able to talk about what is fair and what is not fair.</i></p> <p><i>Little Red hen activities</i></p> <p><i>Learning about qualities and differences. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</i></p>	<p><i>explore different ways of doing things.</i></p> <p><i>To be able to explain the reasons for rules and know right from wrong.</i></p> <p><i>To be able to manage own basic hygiene and personal needs. How to be healthy me / healthy eating</i></p>	<p><i>Looking after others</i></p> <p><i>Friendships</i></p>	<p><i>and highlight exemplar behaviour of children in class, narrating what was kind and considerate about the behaviour</i></p>
<p><i>Vocabulary</i></p>	<p><i>Myself , feelings, (happy, sad, worried, angry, excited, scared, embarrassed, miserable) sharing, being gentle, rules, timetable, kind, rules</i></p>	<p><i>Celebrations, festival friends, home,, love , turn, manners, having a go, manners (please , thank you)</i></p>	<p><i>Friends , solving problems, having a go, help, helpful , calming down , same and different</i></p>	<p><i>Exercise, healthy food, sleep, clean, calm, deep breathing, body, oral care</i></p>	<p><i>Problem, solution, challenge, care , polite,</i></p>	<p><i>Winning, losing, taking part. positive, considerate</i></p>

<p>COMMUNICATION AND LANGUAGE</p> <p><i>Listening attention and understanding</i></p> <p><i>Speaking</i></p>	<p>To know and understand how to listen carefully and why listening is important.</p> <p><i>Listening rules</i></p> <p>To know and talk about the school rules and how they help to keep us happy and safe. <i>Settling Into school</i></p> <p>To be able to engage in story times.</p> <p>To be able to 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.</p> <p><i>Starting school story books/ Seaside and holiday themed stories</i></p> <p>To be able to talk about and describe themselves and their families.</p> <p><i>Collective worship, pshe lessons</i></p> <p>To know and be able to use the new vocabulary about ourselves</p> <p><i>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</i></p>	<p>To begin to deal with anger</p> <p>To explain to others how they thought about a problem or an emotion and how they dealt with it.</p> <p>To be able to make comments about what they have heard and ask questions to clarify their understanding.</p> <p>To be able to hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><i>home corner role play, science and history discussions</i></p> <p>To be able to use the new vocabulary taught in Topic in discussions and play</p> <p>To retell stories in their own words</p> <p>To take part in discussion</p> <p>To follow simple instructions</p> <p>To ask open ended who, where and when questions</p> <p>To use talk to communicate needs, news, feelings and ideas</p>	<p>To ask who, where and when questions</p> <p>To know and talk about the different people who help us in the school community: dinner ladies, TAs Teachers, Head</p> <p>To know who helps us in the wider community and the jobs that they do</p> <p>To ask questions to find out more and to check they understand what has been said to them</p> <p>To be able to connect one idea or action to another using a range of connectives.</p> <p>To be able to engage in non-fiction books.</p> <p><i>Dinosaur non-fiction books</i></p> <p>To be able to listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary regarding different places around the world.</p> <p><i>Lunar New Year</i></p> <p>To be able to 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</p>	<p>To ask how and why questions</p> <p>To describe events in detail using time connectives</p> <p>To show sustained focus when listening to a story</p> <p>To be able to describe events in some detail</p> <p>To be able to use talk to help work out problems and organise thinking and activities.</p> <p>To describe their own family celebrations <i>(Easter, Mothers Day)</i></p> <p>To be able to use talk to explain how things work and why they might happen.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><i>Talk partners</i></p>	<p>To be able to describe events in some detail and talk about what they observe in the natural world</p> <p>To be able to use talk to help work out problems and organise thinking and activities.</p> <p>To know how things work and why they might happen regarding the environment and sustainability.</p> <p><i>Sea pollution</i></p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>To know and talk about what they can do to have a positive impact on the environment.</p> <p>To know and be able to use the new vocabulary taught in topic in discussions and play.</p> <p>To switch from one task to another</p> <p>To respond to discussion with comments and questions</p>	<p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To be able to engage in fiction and non-fiction books and talk about what they have read and what has been read to them.</p> <p>To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To be able to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>To know and be able to use the new vocabulary taught in topic in discussions and play</p> <p><i>Read aloud books to children that will extend their knowledge of the</i></p>
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	<p><i>Settling in activities</i> <i>Making friends</i> <i>Shared stories</i> <i>Rhyming and alliteration</i> <i>Sharing your passions / goals / dreams?</i></p>	<p><i>To use new vocabulary through the day.</i> <i>To identify main characters, feelings, actions and motives/ challenges in stories</i> <i>To contribute relevant comments to discussions</i> <i>Learn rhymes and songs</i></p>	<p><i>modelling and support from their teacher</i> <i>To follow more complex instructions</i> <i>Listen to and talk about stories to build familiarity and understanding</i> <i>Learn rhymes, poems and songs. Introducing talk partners. Discovering Passions</i></p>		<p><i>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</i></p>	<p><i>world and illustrate a current topic.</i></p> <p><i>Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</i></p> <p><i>Show and tell</i> <i>Weekend news</i></p>
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Vocabulary	Me, family, home, school, rhyming, alteration, good listening	Characters, rhymes, songs, careful listening, instructions	rhymes, poems, talk partners	how and why, talk partners	talk partners, comment, question	Show and tell, share, weather, seasons
PHYSICAL DEVELOPMENT Gross motor	<p>To develop good personal hygiene <i>Provide regular reminders about thorough hand washing and toileting</i></p> <p>To be able to move confidently in different ways.</p> <p>To know and revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing</p> <p><i>Planks tyres and crates within outdoor provision</i></p> <p>To know and be able to travel and balance in different ways, returning to defined space.</p> <p>To be able to listen to instructions and know how to stay safe in PE lessons.</p> <p>To be able to move on the spot and around with some awareness of others</p> <p>To be able to experiment with a wide range of small equipment learning some degree of control.</p>	<p>To be able to balance and coordinate safely.</p> <p>To be able to negotiate space effectively.</p> <p>To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>To be able to experiment with and develop increasingly complex ways of travelling.</p> <p>To be able to define own space without visible boundaries.</p> <p>To know how to use high apparatus safely.</p> <p>To be able to use high apparatus such as climbing structures in the playground.</p> <p>To be able to experiment with a wider range of equipment and use it with more control.</p> <p><i>Tyres, planks and crates</i></p>	<p>To develop and refine ball skills- aiming pushing, throwing & catching, patting, or kicking</p> <p>To be able to develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including gymnastics</p> <p>To be able to use gymnastics on apparatus to balance and climb</p> <p>To know and be able to perform in small groups high and low Gymnastic moves</p> <p>To be able to use equipment properly and move and land safely.</p> <p>To know and be able to discuss some of the changes that occur during exercise.</p> <p><i>Ensure that spaces are accessible to children with varying confidence levels, skills and needs</i></p>	<p>To move with confidence and control <i>Provide opportunities for children to spin, rock, tilt, fall, slide and bounce</i></p> <p>To move in time to music</p> <p>To create own movements and sequences</p> <p>To respond in movement to words and music</p> <p>To be able to work sensibly with others, taking turns and sharing whilst comparing movements and skills with others.</p> <p>To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time <i>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle</i></p> <p>To be able to work in a team collaborating and problem solving. (Outdoor and adventurous activities) <i>Building using planks tyres and guttering</i></p>	<p>To explore moving with a ball using our feet</p> <p>To develop moving with a ball using our feet</p> <p>To develop and understand dribbling</p> <p>To develop dribbling against an opponent</p> <p><i>Dribbling competitions</i></p> <p>To be able to experiment with direction and be able to change direction and speed whilst maintaining personal space.</p> <p>To know what constitutes a healthy lifestyle.</p> <p><i>Encourage children to be highly active and get out of breath several times every day</i></p> <p>To know what constitutes a healthy lifestyle.</p> <p>To be able to Use large and small apparatus safely and with some skill</p>	<p>To be able to take turns in a game</p> <p>To understand keeping the the score in a team game</p> <p>Playing by the rules</p> <p>To avoid a defender</p> <p>To prevent an attacker from scoring</p> <p>To apply our understanding of attacking and defending into a game</p> <p>To know how to participate in sporting events.</p> <p>To be able to show good agility, balance and coordination.</p> <p>To be able to run, throw and jump.</p> <p>To be able to use a sequence of movements with some changes in level, direction or speed</p> <p>To be able to combine different movements with ease and fluency.</p> <p>To know and use relevant vocabulary when observing changes in self and others when exercising.</p> <p><i>Races / team games Games For Understanding Allow less competent and</i></p>

	<p>Cooperation games i.e. parachute games.</p> <p>Climbing – outdoor equipment</p> <p>Changing for PE / Help individual children</p> <p>Acknowledge and praise their efforts</p>	<p>To develop and refine ball skills- throwing and catching</p> <p>Crate play- climbing, dance related activities</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push</p> <p>Two-wheeled balance bikes , wheelbarrows, prams</p>	<p>Provide a wide range of activities to support a broad range of abilities.</p> <p>Dance / moving to music</p> <p>Gymnastics / Balance</p>	<p>Working with a partner exploring character movements</p>		<p>confident children to spend time initially observing and listening, without feeling pressured to join in</p> <p>Gymnastics / Balance</p>
<i>Fine motor</i>	<p>To begin to hold pencil/paintbrush beyond whole hand grasp</p> <p>To draw lines and circles using gross motor movements</p> <p>To manipulate objects with good fine motor skills</p> <p>Threading, cutting, weaving, playdough, Tearing Paper</p> <p>Threading the Lace</p> <p>Tweezer Tub</p> <p>Funky finger activities</p> <p>Air writing In phonics</p>	<p>To show preference for dominant hand</p> <p>To use tools to effect changes to materials</p> <p>To develop small motor skills to use a range of tools competently (pencils, paint brushes, scissors and cutlery)</p> <p>Threading, cutting, weaving, playdough</p> <p>Funky finger activities</p> <p>Air writing In phonics</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model</p>	<p>To begin to form letters correctly <i>Teach and model correct letter formation.</i></p> <p>To handle tools, objects, construction and malleable materials with increasing control</p> <p><i>Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</i></p> <p>Threading, cutting, weaving, playdough</p> <p>Pasta Lacing</p> <p>Peg Boards and Pin Boards</p> <p>Pipettes in the Water</p> <p>Jugs in water, Pipettes</p> <p>Scissors- sniping paper moving forward, cuts curved lines and circle</p>	<p>To form recognisable letters most correctly formed</p> <p>To hold pencil effectively with comfortable grip</p> <p>To be able to develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><i>Peg Boards and Pin Boards</i></p> <p><i>Pipettes in the Water</i></p> <p><i>Jugs in water, Pipettes</i></p> <p><i>Scissors- sniping paper moving forward, cuts curved lines and circle shapes, cuts complex shapes</i></p>	<p>To use one hand consistently for fine motor tasks</p> <p>To cut along a straight line with scissors / start to cut along a curved line, like a circle / Draw a cross</p> <p>To be able to develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><i>Develop pencil grip and letter formation continually</i></p> <p><i>Threading, cutting, Use of Clips, Clasps, zips, buttons and Screwing Jars</i></p>	<p>To form letters correctly</p> <p>To To able to copy a square</p> <p>To begin to draw diagonal lines, like in a triangle / To colour inside the lines of a picture</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently</p> <p>To cut a shape out using scissors</p> <p>To draw pictures that are recognisable</p> <p>To be able to develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><i>Develop pencil grip and letter formation continually</i></p>

		<i>correct letter formation</i>	<i>shapes, cuts complex shapes</i>			<i>Build things with smaller linking blocks, such as Duplo or Lego</i>
<i>Vocabulary</i>	<p><i>Move, space, safely, jumping, skipping, hopping, climbing, changing, walking</i></p> <p><i>Squash, squeeze, roll, thread, shape, pencil, marker, grip, lines, circles</i></p>	<p><i>Throwing, rolling, catching, right, left, partner, over arm, under arm, aim, movements, heart beat</i></p> <p><i>Cutting, pencil, grip, movement, hands, fingers, small muscles, patterns, marks, letter</i></p>	<p><i>Balance, moving, patting, catching, pushing, kicking, bounce, high, low, over under, quiet movements, whole body, tip toes, champion gymnast</i></p> <p><i>Zip, button, mould, careful, colouring, drawing, letter rhymes</i></p>	<p><i>Balance, in time, rock, tilt, fall, slide, bounce, healthy, partner, rhyme, control, actions, champion dancers, positions</i></p> <p><i>pencil grip, tripod</i></p>	<p><i>Dribbling, competition, defenders, rules, goal, control, space, feet</i></p> <p><i>straight line, curved line, cross, pencil grip</i></p>	<p><i>Team, race, sprinting, fast pace, together, space, rules, defender, attacker, scoring, game</i></p> <p><i>diagonal line, inside the lines, square</i></p>

WRITING	<p>To begin to choose a dominant hand</p> <p>To give meaning to marks and labelling.</p> <p>To write initial sounds</p> <p>To use initial sounds to label characters / images</p> <p>To attempt writing own name</p> <p><i>Silly soup. Name Labels</i></p> <p><i>Encourage modified / tripod grip, mark making,</i></p>	<p>To be able to correctly form the graphemes and say the phonemes to match.</p> <p>To be able to participate in shared writing experiences in whole class writing sessions and story map</p> <p>To write own name with recognisable letters</p> <p>To label pictures (characters) using initial sounds</p> <p>To write initial sounds</p> <p>To segment and spell phase 2 CVC words</p> <p>To sequence a story</p> <p>To begin to recognise capital letters</p> <p><i>Christmas cards</i></p> <p><i>Pencil grip and control</i></p> <p><i>Funky fingers</i></p> <p><i>Letter Formation</i></p> <p><i>Write a wish list</i></p> <p><i>Write a letter to Santa (initial sounds of items requested)</i></p>	<p>To write some of the tricky words</p> <p>To write CVC words and labels using CVC words</p> <p>To begin to be able to write some short captions, labels, and sentences with adult support.</p> <p>To be able to segment and spell words when writing independently.</p> <p>To make up stories with themselves as the main character</p> <p><i>Guided writing based around developing short sentences in a meaningful context</i></p> <p><i>Writing our timetable</i></p> <p><i>Create a wanted poster to catch the troll</i></p> <p><i>Writing party invitations</i></p> <p><i>Captions</i></p> <p><i>Signs</i></p>	<p>To link letters to sounds (digraphs/ trigraphs)</p> <p>To create own story maps</p> <p>To write short sentences to accompany story maps</p> <p>To write CVC words and labels using CVC, CVCC, CCVC words</p> <p>To be able to segment and spell words.</p> <p>To begin to be able to talk about connectives in sentence writing.</p> <p>To write captions and labels, writing simple sentences</p> <p>To be able to form letters, most of which are correctly formed.</p> <p><i>Order the Easter story</i></p> <p><i>Write name labels for the chikos - Chick Diary</i></p> <p><i>Label a plant</i></p> <p><i>Shopping lists</i></p> <p><i>Instructions to plant a seed</i></p> <p><i>I can see sentences</i></p> <p><i>3 thing I love about Mum-Mothers day</i></p>	<p>To use phonetically plausible attempts at words</p> <p>To start to use finger spaces</p> <p>To form lower-case and capital letters correctly</p> <p>To be able to segment and spell words and write simple phrases</p> <p>To be able to draw and innovate story maps from well-known stories.</p> <p><i>Shopping lists</i></p> <p><i>Writing for a purpose in role play</i></p> <p><i>Captions/ sentences</i></p> <p><i>Label an animal</i></p> <p><i>I can see animal writing</i></p> <p><i>First, next, last</i></p> <p><i>instructional writing</i></p> <p><i>Writing recipes and lists.</i></p> <p><i>Letter writing</i></p>	<p>To write sentences using a range of tricky words that are spelt correctly.</p> <p>To write a story using who, doing, what</p> <p>To begin to use full stops, capital letters and finger spaces.</p> <p>To write simple phrases and sentences that can be read by themselves and others</p> <p>To be able to re-read what they have written to check that it makes sense</p> <p>To be able to introduce narratives in their own writing and story maps.</p> <p><i>Innovation of familiar texts</i></p> <p><i>Using familiar texts as a model for writing own stories</i></p> <p><i>3 thing I love about Dad-Fathers day</i></p> <p><i>Character description - Beegu</i></p> <p><i>Write three sentences -B, M & E.</i></p> <p><i>Write a postcard from holiday</i></p>

<p>READING</p> <p>Comprehension</p>	<p>To join in with rhymes and show an interest in stories with repeated refrains.</p> <p>To have a favourite story/rhyme.</p> <p>To engage in extended conversations about stories, learning new vocabulary</p> <p>To understand the five key concepts about print: - 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 book</p> <p>To sequence familiar stories through the use of pictures to tell the story.</p> <p><i>Environmental print</i></p>	<p>To retell stories related to events through acting/role play</p> <p>To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To sequence a story - use vocabulary of beginning, middle and end.</p> <p>To be able to talk about characters, settings, authors and illustrators</p> <p>To enjoy an increasing range of books</p> <p><i>Retelling stories using images / apps.</i></p> <p><i>Story Maps</i></p> <p><i>Retelling of stories</i></p> <p><i>Orally retelling new stories.</i></p> <p><i>Non-Fiction Focus</i></p>	<p>To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To be able to anticipate (where appropriate) key events in stories.</p> <p><i>Fairy tales</i></p> <p><i>Encourage children to record stories through picture drawing/mark making for LAs</i></p> <p><i>Talk about theme in traditional tales, identifying characters and settings</i></p>	<p>To be able to re-read these books and build up their confidence in word reading, fluency, understanding and enjoyment.</p> <p>To demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To begin to be able to draw and innovate story maps from well-known stories.</p> <p><i>Information leaflets about the garden/plants and growing</i></p> <p><i>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</i></p> <p><i>World Book Day</i></p>	<p>To use story language when acting out a narrative</p> <p>To retell a story with actions and / or picture prompts as part of a group</p> <p>To explain the main events of a story - draw pictures of characters/ events / settings in a story.</p> <p>To be able to anticipate (where appropriate) key events in stories</p> <p>To be able to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p><i>Stories from other cultures and traditions</i></p> <p><i>Parents reading stories</i></p> <p><i>Role play area - book characters</i></p>	<p>To draw pictures of characters/ event / setting in a story</p> <p>To listen to stories, accurately anticipate key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>To make predictions</p> <p>To begin to understand that a non-fiction is a non-story- it gives information instead.</p> <p>Fiction means story.</p> <p>To point to the front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>To be able to sort books into categories</p> <p>To demonstrate understanding of what they have read by retelling and answering comprehension questions.</p> <p>understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p>
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<p>READING Word reading</p>	<p>To recognise initial sounds. To begin to know some tricky words. To begin to be able to blend some CVC words. To know some graphemes and phonemes</p> <p><i>Phonic sounds introduction to phase 1 & 2</i> <i>Whole class Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</i> <i>Listen to children read aloud ensuring books are consistent with their developing phonic knowledge</i> <i>Help children to read the sounds speedily. This will make sound blending easier</i></p>	<p>To know that print is read from left to right To blend sounds to read CVC words To show an understanding of rhyming and alliteration</p> <p><i>Phonic Sounds: phase 2</i> <i>Blend sounds into words, so that they can read short words made up of known letter sound correspondences.</i> <i>Show children how to touch each finger as they say each sound.</i> <i>For tricky words such as 'the', no and go', help children identify the sound that is tricky to spell.</i> <i>End of term assessments</i></p>	<p>To be able to spot digraphs in words To read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, read a few harder to read and spell words To begin to read short sentences with adult support</p> <p><i>Phonic Sounds: phase 2 & 3. Rhyming strings</i> <i>Help children to become familiar with letter groups</i> <i>Provide opportunities for children to read words containing familiar letter groups</i></p>	<p>To innovate and retell stories to an audience, non-fiction books To be able to read words consistent with their phonic knowledge. To be able to read simple sentences and books that are consistent with their phonic knowledge, including some common exception words. To know sounds for each letter in the alphabet and at least 10 digraphs</p> <p><i>Phonic Sounds: phase 3</i> <i>Differentiated groups</i> <i>Reading: Story structure- beginning, middle, end</i> <i>End of term assessments</i></p>	<p>To distinguish capital letters and lowercase letters To be able to read words, sentences and stories consistent with their phonic knowledge, including some common exception words. To know sounds for each letter in the alphabet and at least 10 digraphs</p> <p><i>Phonic Sounds: phase 3 & 4</i> <i>Non-fiction texts</i></p>	<p>To say a sound for each letter in the alphabet and at least 10 digraphs To read CVCC and CCVC words confidently. To be able to 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 To read simple sentences with fluency.</p> <p><i>Phonic Sounds: -phase 4 & 5</i> <i>End of term assessments</i> <i>Transition work with Year 1 staff</i></p>
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<p><i>Vocabulary (literacy)</i></p>	<p>Segment, blend, phoneme, grapheme, tricky word, sound button, word, pictures, phonics, letter sound, letter name, pencil, pen</p> <p>book, page, title, rhyme, front cover, back cover, good listening</p>	<p>Segment, blend, phoneme, grapheme, grapheme, sound button, tricky word, word, digraph, first, middle and last sound, order</p> <p>Author, illustrator, first, caption, what, where, letter, card, to, from, dear, label, capital letter, story map- re-tell, fiction, non fiction,, familiar book</p>	<p>Segment, blend, phoneme, grapheme, grapheme, sound button, tricky word, word, digraph, trigraph, characters, who, re, tell, full stop, sentence, capital letter, setting, problem, beginning, middle and end, letter, poster, invitation, speech bubble, finger space</p> <p>once upon a time, fairy tale</p>	<p>tricky word, word, digraph, trigraph, sentence, full stop, finger space, question mark, order, characters, who, re, tell, full stop, sentence, capital letter, setting, problem, beginning, middle and end, recount, diary, recipe, menu, facts, story map</p>	<p>Events, actions, traditions, character, setting, new line, story map, word, sentence, finger space, full stop</p>	<p>Postcard, predictions, beginning, middle and end, new line, story map, word, sentence, finger space, full stop, question mark, exclamation mark, speech marks</p>
<p>MATHS</p>	<p>To classify objects based on one attribute To compare objects and sets To be able to Count orally and count with one-to-one correspondence <i>Counting rhymes and songs</i> To be able to subitise- dice, numicon, dominoes, fingers numeral, irregular arrangements. recognising different amounts without counting. To order objects and sets, <i>introduce manipulatives.</i></p>	<p>To be able to match amounts and compare numbers using language of more, less, fewer, the same, equal 0-5 (counters, dice, Numicon, dominoes, fingers, money numeral, irregular arrangements and groups of objects) To be able to order numbers and say what one more or one less is. To be able to count orally and with one-to-one correspondence. To know anything can be counted and be able to count actions and sounds.</p>	<p>To understand the composition of numbers to 5 To be able to order numbers and say what is one more or one less To be able to count with one-to-one correspondence. To be able to count forwards and backwards on a number line understanding one more and one less. To be able to match amounts and compare using mathematical language (counters, dice,</p>	<p>To understand number bonds to 5 To know some ways of adding numbers to make 10 To be able to subitise objects to 6 To be able to add subitised amounts counting on from the first number to solve addition number sentences. To be able to add using different addition methods. (Fingers, Numicon, manipulates, number lines and mentally) To know numbers 6, 7 and 8, 9 and 10 Comparing groups to 10</p>	<p>To understand doubling as twice as many and know doubling facts To be able to Share equally (part, part, whole) To be able to halve numbers. To know number facts, focus on odds and even. To be able to recall addition facts to 10 To be able to subitise different amounts in different contexts To be able to make more complex patterns</p>	<p>To know how to build numbers beyond 10 To be able to Order numbers 0-20 and say what one more or one less is To be able to count forwards and backwards on a number line. To understand doubling as twice as many and know doubling facts To be able to Share equally (part, part, whole) To be able to halve numbers. To know number facts, focus on odds and even.</p>

<p>To know 2D shapes and be able to talk about their properties.</p> <p><i>Construction using small parts and junk modelling</i></p> <p><i>In continuous provision</i></p> <p>To recognise, describe, copy and extend colour and size patterns</p> <p>To recognise numbers in the environment.</p> <p>To be able to match amounts and compare numbers 0-4 using language of more, less, fewer or the same as (counters, dice, Numicon, dominoes, fingers, numeral, irregular arrangements and groups of objects</p>	<p>To recognise and know the properties of Shapes triangle/circle/rectangle/ square</p> <p>To use and understand Positional Language: Under, behind, in, on, between, Through, under, over, around</p> <p>To subitise 1,2,3 dots/ amounts on fingers (Recognising different amounts without counting.)</p> <p>To begin to show awareness for different times of the day- (morning, lunch time afternoon, dinner time evening bedtime)</p> <p>School routines: quiet reading, lunchtime, hometime)</p> <p>To be able to talk about and identify patterns and create their own patterns.<i>Repeating patterns</i></p> <p><i>Measurement/ time- my day. Calendar and time: day time. night time, our routine</i></p> <p><i>Estimating</i></p> <p><i>Number recognition</i></p> <p><i>Maths songs and rhymes</i></p>	<p>Numicon, dominoes, fingers, money numerals, irregular arrangements)</p> <p>To know numbers 6,7, 8, 9 and 10</p> <p>To be able to compare groups to 10</p> <p>To be able to combine two groups to find the total</p> <p>To be able to make pairs</p> <p>To compare weight- heavier/ lighter</p> <p>To understand capacity full/ empty, nearly full, nearly empty</p> <p>To compare length and height</p> <p>To order objects by size</p> <p>Position/ orientation language</p> <p>To be able to subitise different amounts</p>	<p>1 more, 1 less</p> <p>To be able to combine two groups to find the the total</p> <p>To know what halving means and be able to use halving language such as sharing, equal and even. To be able to halve shapes and numbers.</p> <p>To know that halves are equal.</p> <p>To be able to find halves with concrete objects.</p> <p>To be able to begin to recall halving number facts.</p> <p>To be able to begin to recall double number facts.</p> <p>To be able to share equally using part, part whole.</p> <p><i>Focus on odds and evens</i></p> <p><i>Adding more</i></p> <p>To understand measurement: length and height taller/ shorter</p> <p>To know how to use a 10 frame</p> <p>To know the days of the week</p> <p>To be able to measure time</p> <p><i>How many actions can we</i></p>	<p>To be able to add by counting on and subtract by counting back</p> <p>Counting to 20</p> <p>To understand teen numbers and one full ten and ones</p> <p>To be able to order numbers 11-20</p> <p><i>Positional language</i></p> <p><i>Length, height and distance</i></p> <p><i>Weight and Capacity</i></p> <p><i>Recording- tally chart about favourite animal</i></p>	<p>To know number facts, focus on odds and even.</p> <p>To be able to solve money subtraction problems.</p> <p>To be able to tell different times.</p> <p>To Know 2D, 3D shapes and shapes properties.</p> <p>To be able to Recognise and create patterns.</p> <p>To be able to halve numbers and know and recall halving number facts</p> <p>To be able to Double and know and recall double number facts.</p> <p>To be able to solve Number word problems- (addition and subtraction) with manipulatives and mentally.</p> <p>To be able to count in 2s, 5s and 10s</p> <p>To be able to add by counting on and subtract by counting back</p> <p>To understand measurement: length, height and distance</p>
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				<p>do in 1 minute, using sand timers</p> <p>To explore different ways of recording - Make pictogram chart about favourite fruit</p> <p>Building with 3D shapes</p> <p>Matching 3D shapes</p> <p>Pattern</p> <p>Estimation</p>		
Vocabulary	<p>Numeral, set, colour, sort patterns, match, counting, shapes, copy, size</p>	<p>Subtising, Under, behind, in, on, between, through, under, over, around, 5 frame, tally, morning, afternoon, day time, night time, tell me what you can see, order</p>	<p>More, fewer, the same, subtising, equal, not equal, lighter, heavier, full, empty (and nearly) altogether, total, small, big, medium, measuring</p>	<p>Height- short shorter tall taller shortest tallest more fewer, short shorter long longer shortest longest, pair, number bond, 10 frame, estimate, recording</p>	<p>Doubling, sharing, halving, subtract, teen numbers, tally chart, length, height, distance</p>	<p>Odd and even numbers. subtracting, counting on and counting back, doubling, sharing, grouping</p>
<p>UNDERSTANDING THE WORLD</p> <p>Past and Present</p> <p>People, culture and Communities</p>	<p>To be able to talk about members of their immediate family and community.</p> <p>Identifying their family commenting on photos of their family; naming who they can see and of what relation they are to them</p> <p>To be able to talk about themselves in the past when they were younger and make sense of their family history.</p>	<p>To know and understand that some places are special to members of their community.</p> <p>To be able to recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore -Christmas around the world through photos and stories. Share different cultures</p>	<p>To be able to comment on images of familiar situations in the past.</p> <p>To be able to talk about the lives of people around them and their roles in society both in the present and past. Introduce children to different occupations and how they use transport to help them in their jobs and how this has changed</p>	<p>To be able to say how we have changed Looking back over baby photos</p> <p>To be able to discuss what we have seen on our journey to the park and how we got there Trip to our local park (to link with seasons)</p> <p>To be able to compare characters from stories, including figures from the past.</p>	<p>To be able to respect the values, ideas and beliefs of others whilst not imposing personal beliefs on others</p> <p>To learn about different cultures in other places in the world.</p> <p>To know how animals helped us in the past and how they help us in the present</p>	<p>To be able to recognise some similarities and differences between life in this country and life in other countries.</p> <p>To be able to say how seashores have changed over time Seashores long ago - story Magic Grandad</p> <p>To understand how space transport has changed over time. Sort space transport and suits into past and present</p>

To talk about what they do with their family and places they have been with their family.

To draw similarities and make comparisons between other families.

To name and describe people who are familiar to them.

Read fictional stories about families and start to tell the difference between real and fiction.

versions of famous fairy tales

To know about different celebrations that occur in Autumn

(Bonfire night, Remembrance Day, Christmas and black history month)

To be able to talk about what they have done with their families during Christmas' in the past.

Show photos of how Christmas used to be celebrated in the past.

To be able to compare how toys have changed using words past and present Watch videos, sort toys using pictures

Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.

To listen to stories and be able to place events in chronological order

To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.

Learn about what a palaeontology is and how they explore really old artefacts.

Introduce Mary Anning as the first female to find a fossil

To be able to compare and contrast characters from stories, including figures from the past. Role-playing with kings, queens, princesses and princes.

Building castles and castle features

<p><i>The Natural World</i></p>	<p>To be able to explore the natural world around them, making observations and drawing pictures and observing Important changes and Seasons <i>Create treasure hunts to find places/ objects within our learning environment.</i> <i>Navigating around our classroom and outdoor areas.</i> To be able to describe what they see, hear, and feel whilst outside at school <i>I wonder table- curiosity cube to introduce to spark curiosity and engaging interests, Have discussions and develop children's questioning skills</i></p>	<p>To know and understand the important processes and changes in the natural world around them, including seasons and changing states of matter through observations and investigations at school To understand nocturnal animals and how they keep warm <i>Day/ night</i> <i>I wonder table- curiosity cube to introduce to spark curiosity and engaging interests, Have discussions and develop children's questioning skills</i></p>	<p>To start to recognise some similarities and differences between life in this country and life in another country <i>Use world maps to show children where some stories are based</i> To describe what they see, feel and hear outside <i>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences</i> To understand the important processes and changes in the natural world around them, including seasons and changing states of matter <i>I wonder table- curiosity cube to introduce to spark curiosity and engaging interests, Have discussions and develop children's questioning skills</i></p>	<p>To be able today where our fruit and vegetables come from To sort foods which grow above the ground/ below the ground To predict what will happen with different variables in an investigation <i>Carrot investigation</i> To observe changing state and know why it changed <i>Melting chocolate- Easter Nests</i> To understand a life lifecycle - <i>chicks & caterpillars</i> To observe hatching of egg and care for chicks recording their changes over time To compare 2 different beans and how they grow To know what a plant needs to grow To be able to label parts of plants <i>Planting a beanstalk</i> To be able to notice and comment on changes in the leaves, weather, seasons, <i>Explore the world around us and see how it changes as we enter Summer. Provide</i></p>	<p>To draw pictures of the natural world after close observation To be able to make sense of different environments and habitats <i>Introduce Jane Goodall and her work with Chimps.</i> <i>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</i> <i>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</i> To begin to understand the negative impact that humans can have on the environment. To be able to talk about ways in which they can look after the environment <i>Ice melting investigation - climate change</i> <i>What can we do here to take care of animals in the jungle? Endangered</i></p>	<p>I can draw information from a simple map Locate London on a map of the UK <i>Explore maps and globes</i> To be able to draw information from a simple map, <i>Map our journeys from home to school.</i> To talk about different holidays we have been and know some ways that they are different from where we live To be able to talk about the differences between materials and changes they notice. <i>Journeys- where do we want to go and how can we get there? Build own boats from junk modelling- floating sinking investigations</i> <i>Explore space and the journey to space</i> <i>I wonder table- curiosity cube to introduce to spark curiosity and engaging interests, Have discussions and develop children's questioning skills</i></p>
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				opportunities for children to note and record the weather	animals- how can we help. sea pollution, introduce recycling To be able to compare animals from a jungle to those on a farm. Explore jungle animals- Learn their names and label their body parts. To be able to talk about how animals help us (guide dogs) To be able to talk about ways we take care of pets	
Festivals		Which people are special and why? Diwali Hanukkah Christmas	What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan	Being special: where do we belong? Eid Shavuot	What is special about our world? Summer Solstice
Technology	To be able to Use a simple programme on the iPad or interactive whiteboard and predict the behaviour of a simple pattern. (Phonics play, paint, Top Marks) Games on interactive white board Introduce chrome books- Busy things , Cbeebies		To be able to execute a sequence of instructions on a programming toy or app to guide a robot. To know some ways to stay safe online. To be able to Use a digital camera or tablet to record images and videos. E-safety day Simple programming Cbeebies, IWB games Drawing bean plant on paint program Technology games - chrome books		To know information can be retrieved from a computer. To know and understand different uses of technology and know-how computers help us outside school. To Know how to stay safe online. Program the beebots Technology in our lives- what is it for? Technology games - chrome books, Cbeebies, IWB games	

<p><i>Vocabulary</i></p>	<p>What, when, how, question, answer, Autumn, leaves, conker, pinecone, acorn, park, road, street, seasons, change</p>	<p>Festival, Christmas, Nativity, Winter, freezing, dark, Diwali, Hanukkah, festival of light, fireworks, past, present, map, toys, stable, manger, birthday</p> <p>Multimedia- screen, mouse, images, keyboard, paint, chrome book</p>	<p>Fireperson, dentist, doctor, nurse, jobs, help, stranger, bricks, straw, plastic, metal, glass, sturdy, strong, dinosaur, Carnivores, Herbivores & Omnivores, fossil, palaeontologist, Lunar new year</p> <p>kings, queens, princess and princes, castle</p>	<p>Change, soil, bean, steam, petal leaf, roots, seed, weather. egg, chick, hatch, life cycle, growing, Spring, Easter</p> <p>E-safety- choices, sensible screen time</p> <p>Programming- equipment, buttons, movement</p>	<p>Mini, beast, habitat, scientist, experiment, predict, pollution, endangered, cold, hot, melting</p> <p>Technology in our lives- technology, share, create, internet</p>	<p>floating/ sinking, space, journey, astronaut, passport, country, globe, map, refugee, land, water, Summer</p>
<p>EXPRESSIVE ARTS AND DESIGN</p> <p><i>Creating with Materials</i></p> <p><i>Being Imaginative and expressive</i></p>	<p>To explore Wassily Kandinsky inspired art- including circles, different geometric shapes such as rectangles and triangles, spirals and zig-zags</p> <p>To explore Joan Miro inspired art- paintings contains crosses, squiggles, shapes and loops</p> <p>To begin to mix colours, join in with role play games and use resources available for props; build models using construction equipment</p> <p><i>Self-portraits, junk</i></p>	<p>To learn about and create arts and crafts from different cultures</p> <p><i>e.g Rangoli patterns, Divas, Christmas cards, Firework pictures, Christmas decorations & cards, Hand print Henna</i></p> <p>To create narratives with different cultural dress up items, clothing, dolls and small world.</p> <p>To know colours can be mixed to make a new colour.</p> <p><i>Firework gloop</i></p> <p>To be able to invent narratives in role play</p>	<p>To use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>To be able to return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><i>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</i></p> <p>To know that different materials can be used to create Art.</p> <p>To be able to explore art from different places around the world.</p>	<p>To be able to make different textures; make patterns using different colours</p> <p><i>Pastel drawings, printing, patterns on Easter eggs</i></p> <p><i>Mother's Day crafts</i></p> <p><i>Easter crafts</i></p> <p><i>Artwork themed around Eric Carle / The Seasons – Art</i></p> <p>To be able to explore how colour can be changed</p> <p>To talk about a famous artist</p> <p>To be able to use props and role play to tell stories and act out narratives in play</p> <p>To introduce a storyline or narrative into their play.</p>	<p>To design a homes for hibernating animals symmetrical butterflies</p> <p>To select the tools and techniques they need to assemble materials that they are using e.g creating animal masks</p> <p><i>Rousseau's Tiger / animal prints</i></p> <p><i>Artwork themed around African Art- Esther Mahlangu</i></p> <p>To use and explore a variety of materials, tools and techniques.</p> <p>To be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>To design and make rockets, thinking about form and function</p> <p>To make bridges boats and transport</p> <p>To know and select tools and techniques needs to shape, assemble and join materials.</p> <p>To be able to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p> <p>To make props and to tell adventure stories To engage with topic related role play.</p> <p>To perform a show with the class during the end of year music show in front of an audience (parents)</p>

	<p>modelling, take picture of children's creations and record them explaining what they did</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>and when playing in the playground</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>To be able to play with others during role play who are engaged in the same theme. <i>Role Play Party's and Celebrations</i></p> <p>To perform songs in the celebrations, show. <i>Role Play of The Nativity</i></p>	<p><i>Making lanterns</i></p> <p>To be able to select tools and techniques needed to shape, assemble and join materials they are using and explain the processes they have used.</p>	<p>Provide a wide range of props for play which encourage imagination</p> <p><i>Home Corner- role play</i></p> <p>To be able to create collaboratively sharing ideas, resources, and skills</p>	<p>To be able to construct with a purpose</p>	<p><i>Retelling familiar stories</i></p> <p>Provide children with a range of materials for children to construct with</p> <p><i>Lighthouse designs</i></p> <p><i>Salt dough fossils</i></p> <p><i>Yayoi Kusama- dot art</i></p> <p><i>Jean Michel Basquiat- drawing a human body and its parts</i></p> <p><i>Watercolour pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports</i></p> <p><i>Colour mixing – underwater pictures</i></p>
Music	<p>To know a range of songs related to themselves and their communities.</p> <p>To join in with songs</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing</p> <p>To explore sounds and how they can be changed, tapping out of simple rhythms.</p>	<p>To listen to and explore the beats of different music from around the world. <i>Christmas songs/poems</i></p> <p>To know that different music is played for different celebrations.</p> <p>To listen to music and make their own dances in response.</p> <p>To listen carefully to rhymes and songs, paying attention to how they sound</p> <p>To know that sounds can be changed by</p>	<p>To be able to join in simple songs remembering some of the words.</p> <p>Make own instruments to explore different sounds</p> <p>Explore pitch- sing loud and quiet</p> <p>Play instruments playing rhythm and beat of music</p> <p>To be able to participate in action songs which call for movement</p> <p>To be able to move to musical stimuli in a variety of ways, e.g. hopping, marching, skipping, and jumping</p>	<p>To sing the pitch of a tone sung by another person ('pitch match')</p> <p>To remember and sing entire songs</p> <p>To know a repertoire of songs- nursery, topical, seasonal, interdenominational, and multicultural <i>Explore Chinese music and composition - Tan Dun- contemporary classical music</i></p> <p>To be able to imitate and create movement in response to music</p>	<p>To listen attentively, move to and talk about music, expressing their feelings and response- dance to different types of music</p> <p>To know that they can use their voices whilst acting to create a dramatic effect.</p>	<p>To sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>To explore and engage in music making and dance, performing solo or in groups</p> <p>To begin to be able to move rhythmically.</p> <p>To be able to recognise repeated sound and motion movements to music</p> <p><i>Encourage children to create their own music</i></p>

		<p>altering the way they are made <i>creating firework music</i></p> <p>To be able to Move to musical stimuli and keep in time to the music.</p> <p><i>CBeebies firework dance video clip</i></p> <p>To be able to perform songs on stage to others.</p> <p><i>Nativity</i></p>				<p><i>Listen to composer- Ravi Shankar -North Indian classical music</i></p>
<i>Vocabulary</i>	<p>Triangle, spiral, zig zag, circles , chopping, colouring , collage</p> <p>Clapping, singing, timing</p>	<p>Cut, stick, paint, decorate</p> <p>Tapping, move, dance, whole body movements, music, song</p>	<p>Join, materials, measure, textures,dabbing, sponging, design, make, bake, mix, poue, stir</p> <p>beat, rhythm, instrument, soft, quiet, loud, fast, slow</p>	<p>Artist, mixing, secure, , real life drawing, sketch</p> <p>pitch, tone</p>	<p>Assemble, tools, technique, symmetrical,</p>	<p>form, function, design, make</p> <p>perform audience, solo, melody, pitch</p>