

Term	English	Phonics	Maths	UTW	PSED	P.E.	Additional Input and Celebration Days
<p>Year A</p> <p>Autumn Term 1</p> <p>Autumn</p> <p>KS1- Africa</p> <p>KS1 Geography: Human Geography Africa World Maps Investigate places</p> <p>KS1 Science: Living Things and Habitats Investigate living things Biology</p>	<p>The Very Helpful Hedgehog</p> <p><u>Key Learning Points:</u></p> <p>-</p> <p>N: To enjoy sharing books with an adult.</p> <p>-To pay attention and responds to the pictures or the words in books.</p> <p>-To anticipate phrases and actions in rhymes, stories and songs.</p> <p>PS: To understand that print has meaning and different purposes.</p> <p>-To start a conversation with an adult or a friend and continue it for many turns.</p> <p>-To begin developing complex stories using small world resources.</p> <p>R: To develop social phrases.</p> <p>-To engage in story times.</p> <p>-To develop storylines in their pretend play.</p>	<p>Phonics</p> <p>Nursery Rhymes</p> <p>N: To enjoy songs and rhymes, tuning in and paying attention.</p> <p>To say some of the words in songs and rhymes.</p> <p>-To join in with songs and rhymes, making some sounds.</p> <p><u>Key Learning Points:</u></p> <p>-sing a range of traditional nursery rhymes</p> <p>-complete to learn and complete actions/ gestures</p> <p>PS: Phase 1: Aspect 1 -Environmental Sounds</p> <p>Aspect 2 – Instrumental Sounds</p> <p>-To play instruments with increasing control to express their feelings and ideas.</p> <p>-To listen with increased attention to sounds.</p> <p><u>Key Learning Points:</u></p> <p>-listen to different sounds in the environment</p> <p>-explore the sounds different instruments can make.</p> <p>R: Phase 1: Aspect 7 – Oral Blending and Segmenting Begin Phase 2</p> <p>-To read individual letters by saying the sounds for them.</p> <p><u>Key Learning Points:</u></p> <p>-Range of oral blending and segmenting techniques</p> <p>-Phase 2: Sounds: s a t p i n m d g o c k</p> <p>-Phase 2 tricky words: into, no, go l</p> <p>-Phase 2 high frequency words: a, at, as, is, it, in, an, and, on, not, can</p>	<p>Maths</p> <p>N: To count by making sounds, pointing or saying some numbers in sequence.</p> <p>-To count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>- To take part in finger rhymes with numbers.</p> <p>P.S: To count by making sounds, pointing or saying some numbers in sequence.</p> <p>-To count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>- To take part in finger rhymes with numbers.</p> <p><u>Key Learning Points:</u></p> <p>-Baseline activities</p> <p>-Counting in different contexts</p> <p>-Singing number rhymes</p> <p>R: To subitise to 3.</p> <p>-To count objects, actions and sounds.</p> <p><u>Key Learning Points:</u></p> <p>-Baseline activities</p> <p>-Explore numbers 1, 2, 3</p> <p>-Subitising to 3</p> <p>-Comparing and creating quantities to 3</p>	<p>The Natural World</p> <p><u>Key Learning Points:</u></p> <p>-Learning about the seasonal changes</p> <p>-Comparing the differences between summer and autumn</p> <p>-Spotting the signs of autumn</p> <p>-Discussing weather patterns, e.g. shorter days, sun let earlier, wind blowing leaves etc.</p> <p>-Describing the natural world around them using their senses</p> <p><u>Key Texts:</u></p> <p>-'Goodbye Summer, Hello Winter' By Kenard Pak.</p> <p>-Picture book commenting on seasonal change</p> <p>N: To explore natural materials, indoors and outside.</p> <p>-Explore materials with different properties.</p> <p>PS: To use all their senses in hands-on exploration of natural materials.</p> <p>-Explore collections of materials with similar and/or different properties.</p> <p>R: To explore the natural world around them.</p> <p>-Understand the effect of changing seasons on the natural world around them.</p> <p>- Describe what they see, hear and feel whilst outside.</p>	<p>Me and My Relationships / New Beginnings</p> <p><u>Key Learning Points:</u></p> <p>-Exploring our new classroom environment</p> <p>-Who am I? Exploring families in the class</p> <p>-Exploring how and why each child is 'special'</p> <p>-Understanding their feelings in new and different situations.</p> <p>-How to calm themselves</p> <p>-Beginning to understand how our friends may be feeling.</p> <p><u>Key Texts:</u></p> <p>-'Love makes a Family'</p> <p>-Exploring different families</p> <p>N: To find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>-Find ways of managing transitions, for example from their parent to their key person.</p> <p>-Establish their sense of self.</p> <p>PS: Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>R: See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p><u>UTW: People, Cultures and Communities</u></p> <p>R: Talk about members of their immediate family and community.</p> <p>-Name and describe people who are familiar to them.</p>	<p>Multi-Skills</p> <p><u>Key Learning Points:</u></p> <p>-Developing spatial awareness</p> <p>-Moving in different ways, e.g. walking, crawling, jumping, running or hopping.</p> <p>-balancing skills, e.g. hop, hold a pose or stand on one leg.</p> <p>-Throwing skills</p> <p>-Kicking skills</p> <p>N: To lift their head while lying on their front.</p> <p>-To push their chest up with straight arms.</p> <p>- To enjoy moving when outdoors and inside.</p> <p>PS: To skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>-To go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>R: To revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>	<p><u>Focus area:</u></p> <p>-Self-Portraits</p> <p>-Exploring development of artistic skills</p> <p>-Listening to a range of traditional stories</p> <p>-Exploring how things have changed over time within stories</p> <p><u>Key texts:</u></p> <p>-'Traditional Stories'</p> <p>-Learning stories, joining in with repeated refrains.</p> <p><u>Celebration Days:</u></p> <p>-Halloween</p> <p><u>Trip:</u></p>

<p>Year A</p> <p>Autumn Term 2</p> <p>Toys</p> <p>KS1- Toys</p> <p>KS1 History: Changes In Living Memory Toys Understand chronology</p> <p>KS1 Science: Understand Movement, Forces and Magnets Physics</p>	<p>On Sudden Hill</p> <p><u>Key Learning Points:</u></p> <p>-</p> <p>N: To have favourite books and seek them out, to share with an adult, friend or alone.</p> <p>-To develop play around favourite stories using props.</p> <p>-To sing a large repertoire of songs.</p> <p>PS: To understand that we read English text from left to right and from top to bottom.</p> <p>-To understand the names of the different parts of a book.</p> <p>-To take part in simple pretend play, using objects to represent another.</p> <p>R: To learn new vocabulary.</p> <p>-To listen to and talk about stories to build familiarity and understanding.</p>	<p>Phonics</p> <p>N: Traditional Stories</p> <p>-To repeat words and phrases from familiar stories.</p> <p>-To explore their voices and enjoy making sounds</p> <p>-To make rhythmical and repetitive sounds.</p> <p><u>Key Learning Points:</u></p> <p>-read a range of traditional stories to the children</p> <p>-encourage them to join in with repeated refrains throughout</p> <p>-try to retell parts of well-known stories</p> <p>PS: Phase 1: Aspect 2 – Instrumental Sounds. Aspect 3 – Body Percussion</p> <p>-To remember and sing entire songs</p> <p>-To sing the pitch of a tone sung by another person.</p> <p><u>Key Learning Points:</u></p> <p>-explore the sounds different instruments can make.</p> <p>-creating sounds with their bodies</p> <p>-children stamping, splashing, marching to a beat</p> <p>-action songs</p> <p>R: Phase 2</p> <p>-To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p><u>Key Learning Points:</u></p> <p>-Phase 2 sounds: e u r ck h b f ff ll ss</p> <p>-Phase 2 tricky words: to, the</p> <p>-Phase 2 high frequency words: get, got, put, if, off, big, had, his, him, but, back, of, dad, mum, up.</p>	<p>Maths</p> <p>N: To react to changes of amount in a group of up to three items.</p> <p>-To compare amounts, saying 'lots', 'more' or 'same'.</p> <p>-To compare sizes, weights etc. using language.</p> <p>-To notice patterns and arrange things into patterns.</p> <p>P.S: To react to changes of amount in a group of up to three items.</p> <p>-To compare amounts, saying 'lots', 'more' or 'same'.</p> <p>-To compare sizes, weights etc. using language.</p> <p>-To notice patterns and arrange things into patterns.</p> <p><u>Key Learning Points:</u></p> <p>-React to changes of amounts and compare sizes</p> <p>-Combine objects</p> <p>-Patterns</p> <p>R: To compare numbers. To continue, copy and create repeating patterns.</p> <p><u>Key Learning Points:</u></p> <p>-Compare numbers 1, 2, 3</p> <p>-Explore numbers 1-4</p> <p>-Compare and create quantities to 4</p> <p>-Continue, copy and create patterns</p>	<p>Past and Present</p> <p><u>Key Learning Points:</u></p> <p>-Look at and discuss different toys over time</p> <p>-Compare toys from the past and present</p> <p>-Discuss toys they have had in the past/ family members have had in the past.</p> <p><u>Key Texts:</u></p> <p>-'Lost in the Toy Museum'</p> <p>N: To repeat actions that have an effect.</p> <p>-To explore and respond to different natural phenomena in their setting and on trips.</p> <p>PS: To explore how things work.</p> <p>-To begin to make sense of their own life-story and family's history.</p> <p>-To explore and talk about different forces they can feel.</p> <p>R: To comment on images of familiar situations in the past.</p> <p>-To name and describe people who are familiar to them.</p> <p>Nativity:</p> <p>-To understand that some places are special to members of their community.</p>	<p>Respecting Ourselves and Others / Say No to Bullying</p> <p><u>Key Learning Points:</u></p> <p>-How to speak kindly about ourselves/ others</p> <p>-How to be kind through actions</p> <p>-What it's like to be unkind/ recognising bullying</p> <p>-Developing friendships through kindness</p> <p>-How to be a good friend</p> <p>-Encouraging our friends to persevere</p> <p><u>Key Texts:</u></p> <p>-'All Are Welcome'</p> <p>-Religions around the World</p> <p>N: Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>PS: Develop appropriate ways of being assertive.</p> <p>-Talk with others to solve conflicts.</p> <p>R: Think about the perspectives of others.</p>	<p>Throwing/ Catching</p> <p><u>Key Learning Points:</u></p> <p>-Aiming skills</p> <p>-Explore aiming/ shooting for different targets</p> <p>-Rolling the ball</p> <p>-Throwing larger and small balls</p> <p>-Throwing for distance</p> <p>N: To enjoy starting to kick, throw and catch balls.</p> <p>- To pass things from one hand to the other. Let go of things and hands them to another person, or drops them.</p> <p>PS: To continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>-Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>R: Further develop and refine a range of ball skills including: throwing, catching, kicking, and passing, batting, and aiming.</p>	<p><u>Focus area:</u></p> <p>-Diwali:</p> <p>R: To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>-To explore other festivals around the world, comparing this to Bonfire Night.</p> <p>-Nativity:</p> <p>R: To understand that some places are special to members of their community.</p> <p>-To learn about why we celebrate Christmas and its true meaning.</p> <p><u>Key texts:</u></p> <p>-Binny's Diwali</p> <p>-Learning about Diwali</p> <p><u>Celebration Days:</u></p> <p>-Diwali</p> <p>-Christmas baking/ jumpers</p> <p><u>Trip:</u></p>
---	---	---	---	--	---	--	---

<p>Year A</p> <p>Spring Term 1</p> <p>Winter</p> <p>KS1- Wild Weather</p> <p>KS1 Geography: Weather patterns – hot and cold places, oceans Investigate patterns</p> <p>KS1 Science: Understand Animals and Humans Biology</p>	<p>Jack Frost</p> <p><u>Key Learning Points:</u> -</p> <p>N: To ask questions about the book. -To make comments and share their own ideas about books. -To make simple models which express their ideas. PS: To understand how pages sequence. -To use a wide range of vocabulary. -To draw shapes with continuous lines and use these shapes to represent objects. R: To engage in non-fiction books. -To use new vocabulary through the day. -To watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Phonics</p> <p>N: Nursery Rhymes -To join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. -To copy finger movements and other gestures. -To enjoy and take part in actions songs. <u>Key Learning Points:</u> -sing a range of traditional nursery rhymes -complete to learn and complete actions/ gestures</p> <p>PS: Phase 1: Aspect 4 – Rhythm and Rhyme. Aspect 5 – Alliteration -To create their own songs, or improvise a song around one they know. <u>Key Learning Points:</u> -Listening to stories with rhyming words and singing rhymes -Continuing rhyming strings -‘I Spy’ games exploring initial sound -Pointing out alliteration, e.g. silly Sam</p> <p>R: Phase 3 -To read some letter groups that each represent one sound and say sounds for them -To spell words by identifying the sounds and then writing the sounds with letter/s.</p> <p><u>Key Learning Points:</u> -Phase 3 sounds: j v w x y z zz qu sh th ch ng (nk) ai ee oa -Phase 3 tricky words: he, we, me, be, was, are, you, they, my, she, all -Phase 3 high frequency words: will, this, that, then, them, with, see</p>	<p>Maths</p> <p>N: To take part in finger rhymes with numbers. -To count in everyday contexts -To reach to changes of amount in a group up to 3. -To compare amounts <u>Key Learning Points:</u> -Counting in everyday contexts and within play -Number rhymes -Reach to changes of amount and compare amounts P.S: To subitise to 3. -To recite numbers past 5. -To say one number for each item in order, 1, 2, 3, 4, 5. -To understand the cardinal principle. -To link numerals and amounts -To compare quantities using language more than, fewer.</p> <p><u>Key Learning Points:</u> -Counting and reciting numbers to 5 in order -Subitising to 3 instantly -Find given number of amounts using numerals -Compare quantities using more than and fewer than</p> <p>R: To subitise to 5 instantly. ELG: To automatically recall number bonds up to 5 including subtraction facts. <u>Key Learning Points:</u> -Explore numbers 1-5 -Learn number bonds to 5 and subtraction facts. -Introduce number 6 and 7 -Compare and create amounts showing 6. -Subitise to 5.</p>	<p>The Natural World</p> <p><u>Key Learning Points:</u> -Winter seasonal change around this -Processes of freezing/ melting states of matter -Comparing our environment to cold places around the world</p> <p><u>Key Texts:</u> -‘The Emperor’s Egg’</p> <p>N: To notice differences between people. -To explore natural materials, indoors and outdoors. PS: To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. -To talk about the differences between materials and changes they notice. R: To recognise some environments that are different to the one in which they live. C&L: To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. ELG: To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Me and My Feelings</p> <p><u>Key Learning Points:</u> -Begin to understand a range of feelings -To talk about how they feel in different situations -Understand how our actions make others feel -Consider what are kind actions -Understand the feelings of others</p> <p><u>Key Texts:</u> -The Colour Monster -Understanding feelings</p> <p>N: Safely explore emotions beyond their normal range through play and stories. -Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. - Be increasingly able to talk about and manage their emotions. PS: Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. -Begin to understand how others might be feeling. R: Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally. ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p>Kicking Skills</p> <p><u>Key Learning Points:</u> -Stopping the ball -Exploring how to use the different parts of their foot -Passing and dribbling the ball -Shooting the ball -Aiming the ball at different targets</p> <p>N: Walk, run, jump and climb – and start to use the stairs independently. -Enjoy starting to kick, throw and catch balls. PS: Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. R: Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. -Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p><u>Focus area:</u> -Chinese New Year -Learning about what Chinese New Year -Exploring how Chinese New Year is celebrated</p> <p><u>Key texts:</u> -‘Goldy Luck and the Three Pandas’ -Exploring Chinese New Year -Comparing to the story of Goldilocks.</p> <p><u>Celebration Days:</u> -Chinese New Year</p> <p><u>Trip:</u></p>
---	---	--	--	--	---	---	--

<p>Year A</p> <p>Spring Term 2</p> <p>New Life Around the World</p> <p>KS1- Australia</p> <p>KS1 Geography: What is Australia like? Communicate geographically</p> <p>KS1 Science: Understand Animals and Humans Biology</p>	<p>The Koala Who Could</p> <p><u>Key Learning Points:</u></p> <p>-</p> <p>N: To notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>-To listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>-To explore paint using fingers, part of their bodies, brushes and other tools.</p> <p>PS: To engage in extended conversations about stories, learning new vocabulary.</p> <p>-To use talk to organise themselves and their play: 'Let's go on a bus...you sit there.'</p> <p>-To explore colour and colour-mixing.</p> <p>R: To listen carefully and learn rhymes, poems and songs.</p> <p>-To ask questions to find out more and check they understand what was said.</p> <p>-To use vocabulary in different contexts.</p> <p>-To offer explanations for why things might happen, using new vocabulary from stories, non-fiction, rhymes and poems.</p> <p>-To create collaboratively sharing ideas, resources and skills.</p>	<p>Phonics</p> <p>N: Traditional Stories</p> <p>-To have favourite books and seek them out to share with an adult, friend or alone.</p> <p>-To repeat words and phrases from familiar stories.</p> <p>-To show attention to sounds and music.</p> <p><u>Key Learning Points:</u></p> <p>-read a range of traditional stories -encourage them to join in with repeated refrains throughout</p> <p>-try to retell parts of well-known stories</p> <p>P.S: Phase 1: Aspect 5 – Alliteration Aspect 6 – Voice Sounds</p> <p>-To sing the melodic shape of familiar songs.</p> <p><u>Key Learning Points:</u></p> <p>--'I Spy' games exploring initial sound</p> <p>-Pointing out alliteration, e.g. silly Sam</p> <p>-exploring the sounds their mouths can make</p> <p>-trying to make the sounds of everyday noises, e.g. a train.</p> <p>R: Phase 3</p> <p>-To read a few common exception words matched to the school's phonic programme.</p> <p>-To read simple phrases and sentences made up of words with known letter-sound correspondences and exception words.</p> <p><u>Key Learning Points:</u></p> <p>-Phase 3 sounds: oo oo ar or igh ur ow oi ear er air ure</p> <p>-Phase 3 tricky words: her</p> <p>-Phase 3 high frequency words: look, for, too, now, down.</p>	<p>Maths</p> <p>N: To combine objects like stacking blocks and cups.</p> <p>-To climb and squeeze selves into different types of spaces</p> <p>-To build with different resources</p> <p>-To complete inset puzzles.</p> <p><u>Key Learning Points:</u></p> <p>-Build with different resources</p> <p>-Complete a range of jigsaws</p> <p>-Combine and stack objects</p> <p>-Combine objects</p> <p>-Arrange objects into patterns</p> <p>P.S: To solve real world problems with numbers up to 5.</p> <p>-To understand position through words alone.</p> <p>-To describe a familiar route.</p> <p>-To discuss routes and locations using words, e.g. behind, in front</p> <p><u>Key Learning Points:</u></p> <p>-Solve and explore real world problems using numbers to 5.</p> <p>-Compare different quantities using more and fewer.</p> <p>-Understand the position of objects using language.</p> <p>-using language to discuss and describe routes.</p> <p>R: To link the numeral with its cardinal number value.</p> <p>-To understand the one more/ less that relationship between consecutive numbers.</p> <p>ELG: To compare quantities up to 10 in different contexts using greater than, less than, same.</p> <p><u>Key Learning Points:</u></p> <p>-Explore and represent numbers 7, 8 and 9 using variation</p> <p>-Compare and create amounts showing 7, 8 and 9</p>	<p>The Natural World</p> <p><u>Key Learning Points:</u></p> <p>-</p> <p><u>Key Texts:</u></p> <p>-'Who's Hiding on the Farm?'</p> <p>N: Explore materials with different properties.</p> <p>-Explore and respond to different natural phenomena in their setting and on trips.</p> <p>PS: Plant seeds and care for growing plants.</p> <p>-Understand the key features of the life cycle of a plant and an animal.</p> <p>R: Recognise some similarities and differences between life in this country and life in other countries.</p> <p>- Draw information from a simple map.</p> <p>ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>My Healthy Lifestyle</p> <p><u>Key Learning Points:</u></p> <p>-Germs and importance of hand washing</p> <p>-Healthy eating and discussing different groups of foods</p> <p>-Creating a fruit salad</p> <p>-How to look after ourselves, e.g. exercise, teeth brushing, sleep, sensible screen time</p> <p>-Our own wellbeing</p> <p><u>Key Texts:</u></p> <p>-Oliver's Fruit Salad</p> <p>-Healthy lifestyle</p> <p>N: Thrive as they develop self-assurance.</p> <p>- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> <p>PS: Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>R: Show resilience and perseverance in the face of challenge.</p> <p>-Manage their own needs.</p> <p>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Physical Development:</u></p> <p>PS: Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>-Make healthy choices about food, drink, activity and tooth brushing.</p> <p>R: Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>-Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p>	<p>Dance</p> <p><u>Key Learning Points:</u></p> <p>-Teach sequences of movements</p> <p>-Help the children to learn and remember sequences of movements</p> <p>-Develop fluent movements</p> <p>-Develop balance, co-ordination and agility</p> <p>-Large-muscle movements to develop strength.</p> <p>N: Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>-Clap and stamp to music.</p> <p>PS: Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>R: Progress towards a more fluent style of moving, with developing control and grace.</p> <p>-Develop overall body-strength, balance, co-ordination and agility.</p>	<p><u>Focus Area:</u></p> <p>-Life in Australia</p> <p>R: To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>-Understand the similarities and differences to living in England and Australia</p> <p>-Easter</p> <p>-Exploring how and why Easter is celebrated</p> <p>-Understanding why Easter is important to Christians.</p> <p><u>Key texts:</u></p> <p>-'The Easter Story'</p> <p>-Learning what happened to Jesus around Easter.</p> <p><u>Celebration Days:</u></p> <p>-Easter</p> <p>-Mother's Day</p> <p><u>Trip:</u></p>
--	--	---	---	---	---	--	---

<p>Year A</p> <p>Summer Term 1</p> <p>Superheroes</p> <p>KS1-school in the past</p> <p>KS1 History: Beyond Living Memory Investigate and interpret the past</p> <p>KS1 Science: Investigating materials Everyday materials Chemistry</p>	<p>Supertato</p> <p><u>Key Learning Points:</u> -</p> <p>N: To enjoy drawing freely making intentional marks. -To pay attention and responds to the pictures or the words in stories. -To develop pretend play: 'putting the baby to sleep' or 'driving the car'. PS: To use some of their print and letter knowledge in their early writing. -To enjoy listening to longer stories and can remember much of what happens. -To draw with increasing complexity and detail. R: To write short sentences phonetically using a capital letter full stop. -To re-read what they have written to check that it makes sense. -To anticipate key events in stories. -To retell a familiar story some as exact repetition and some in their own words. -To make use of props and materials when role playing characters.</p>	<p>Phonics</p> <p>N: Nursery Rhymes/ Traditional Stories -To enjoy songs and rhymes, tuning in and paying attention. -To say some of the words in songs and rhymes. -To move and dance to music. <u>Key Learning Points:</u> -retell from memory well-known stories briefly -sing by heart a range of traditional nursery rhymes with actions</p> <p>P.S: Phase 1: Aspect 4 – Rhythm and Rhyme. Aspect 7 – Oral Blending/ Segmenting -To spot and suggest rhymes. -To respond to what they have heard, expressing their thoughts and feelings. <u>Key Learning Points:</u> - Listening to stories with rhyming words and singing rhymes -Continuing rhyming strings -Blending/ segmenting games, e.g. I spy to develop blending</p> <p>R: Consolidation of Phase 3 / Phase 4 -To form lower-case and capital letters correctly. -To re-read books to build confidence in word reading, fluency and understanding. <u>Key Learning Points:</u> -consolidation of phase 3 sounds/ tricky words highlighted in assessments -phase 4: CVCC words, CCVC words -phase 4 tricky words: said, have, like -phase 4 high frequency words: went, from, it's, just</p>	<p>Maths</p> <p>N: To notice patterns and arrange things in patterns. -To climb and squeeze selves into different types of spaces. -To build with different resources -To complete inset puzzles <u>Key Learning Points:</u> -Complete different jigsaws -Build using different resources -Explore and arrange objects into patterns -Climb and squeeze into spaces.</p> <p>P.S: To combine shapes to make new ones - To select shapes appropriately. -To talk about and identify the patterns around them. -To extend and create ABAB patterns. -To notice and correct an error in a repeating pattern. <u>Key Learning Points:</u> -Select shapes for different tasks and purposes -Combine shapes whilst building to create new ones -Talk about, identify, extend and create ABAB patterns -Notice and correct errors in repeating patterns</p> <p>R: To explore the composition and have a deep understanding of numbers to 10. -To automatically recall number bonds and subtraction facts to 10. -To verbally count beyond 20, recognising the pattern of the counting system. <u>Key Learning Points:</u> -Explore, represent and compare numbers 1-10. -Number bonds to 10, double and subtraction facts -Count beyond 20 and order numbers.</p>	<p>Past and Present</p> <p><u>Key Learning Points:</u> -Amelia Earhart -People who have helped us</p> <p><u>Key Texts:</u> -'Little People, Big Dreams: Amelia Earhart'</p> <p>N: Make connections between the features of their family and other families. -Notice differences between people. PS: Show interest in different occupations. -Continue to develop positive attitudes about the differences between people. R: Comment on images of familiar situations in the past. -Compare and contrast characters from stories, including figures from the past. ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Keeping Myself Safe / Relationships</p> <p><u>Key Learning Points:</u> -Changing an unfair situation -Helping someone who is lonely or sad -Telling the truth -How to keep ourselves safe -Crossing the road safely -Who can we ask for help?</p> <p><u>Key Texts:</u> -'What Happened to You?' -How to look after ourselves</p> <p>N: Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. - Develop friendships with other children PS: Play with one or more other children, extending and elaborating play ideas. -Show more confidence in new social situations. ELG: Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and to others' needs.</p>	<p>Gymnastics</p> <p><u>Key Learning Points:</u> -Jumping skills -Jumping and stopping -Remembering a jumping sequence -Balancing whilst conducting movements -Rolling skills, e.g. rocking, teddy bear roll -Sequences of movements: jump, balance, roll</p> <p>N: Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. -Roll over: from front to back, then back to front. PS: -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. R: Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Combine different movements with ease and fluency ELG: Demonstrate strength, balance and coordination when playing.</p>	<p><u>Focus area:</u> -People who help us: -Explore and learn about a range of different types -challenge stereotypes in jobs. R: To talk about the lives of the people around them and their roles in society. -Eid -Learn how and why Eid is celebrated -Understand who celebrates Eid. R: To 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><u>Key texts:</u> -Usbourne 'Look Inside Jobs' -Focus on exploring jobs they may not have heard of before.</p> <p><u>Celebration Days:</u> -Eid</p> <p><u>Trip:</u></p>
--	---	---	--	---	---	--	---

<p>Year A</p> <p>Summer Term 2 Oceans</p> <p>KS1- help our community</p> <p>KS1 Geography: Compass directions / Maps Communicate geographically</p> <p>KS2 Science: Light and Seeing Physics</p>	<p>Someone Swallowed Stanley</p> <p><u>Key Learning Points:</u> -</p> <p>N: To add some marks to their drawings, which they give meaning to and to stand for their name. -To understand simple questions about who, what and where. -To manipulate and play with different materials. PS: To write some/ all of their name and some letters accurately. -To know many rhymes, talk about familiar book and retell a long story. -To understand 'why' questions. -To use drawing to represent ideas like movement or noises. R: To demonstrate understanding by retelling stories using their own words and new vocabulary. -To use and understand recently introduced vocabulary during discussions about and during role play. -To write simple phrases and sentences that can be read by others. -To listen attentively respond to what they hear with questions, comments and actions.</p>	<p>Phonics</p> <p>N: Phase 1: Aspect 1 – Environmental Sounds Aspect 2 – Instrumental Sounds -To sing songs and say rhymes independently. -To explore a range of sound-makers and instruments and play them in different ways. -To respond emotionally and physically to music when it changes. <u>Key Learning Points:</u> --listen to different sounds in the environment -explore the sounds different instruments can make.</p> <p>P.S: Phase 1: Aspect 7 – Oral Blending and Segmenting -To count or clap syllables in words. -To recognise words with the same initial sound. <u>Key Learning Points:</u> --Blending and segmenting games, e.g. cross the river, I spy getting the children to blend together, e.g. c-u-p.</p> <p>R: Phase 4 -To say a sound for each letter in the alphabet and at least 10 digraphs. -Read aloud simple sentences and books that are consistent with their phonics knowledge, including common exception words. <u>Key Learning Points:</u> -phase 4: CCVC words, CCVCC words, two adjacent consonants. -teach about syllables -phase 4 tricky words: some, come, there, when, what, were, little, one, do, out -phase 4 high frequency words: help, children</p>	<p>Maths</p> <p>N: To count making sounds, pointing or saying some numbers in sequence. -To count in everyday contexts. -To compare sizes and weights. <u>Key Learning Points:</u> -Counting with play -Compare amounts reacting to the change of amount -Combine and stack objects -Compare sizes, weights.</p> <p>P.S: To begin to describe a sequence of events using first, then. -To talk about and explore 2D and 3D shapes using language. -To make comparisons between objects relating to size, length, weight and capacity. <u>Key Learning Points:</u> -Explore numbers 1-3 and subitise amounts to 3 -Describe sequence of events and routine -Talk about 2D and 3D shapes -Compare range of measures</p> <p>R: To select, rotate and manipulate shapes to develop spatial reasoning skills. -To compose and decompose shapes recognising shapes can have others within it. -To compare length, weight and capacity. ELG: To explore and represent patterns within numbers, evens and odds, double facts and distributing quantities equally. <u>Key Learning Points:</u> -Explore addition and subtraction using number lines, objects counting on/ back -Explore and create doubles, sort odd and even numbers -Halve and share amounts -Explore 2D and 3D shapes.</p>	<p>The Natural World</p> <p><u>Key Learning Points:</u> -how we can help our world</p> <p><u>Key Texts:</u> -'Little People, Big Dreams: David Attenborough'</p> <p>N: Make connections between the features of their family and other families. -Explore materials with different properties. PS: Begin to understand the need to respect and care for the natural environment and all living things. -Talk about what they see, using a wide vocabulary. ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Growth and Changes</p> <p><u>Key Learning Points:</u> -Celebrating what they can do now -Explore changes since they were a baby -Understand how they have changed -Exploring upcoming changes in September -Celebrating their achievements over the year -Consider what they'd like to do in the future</p> <p><u>Key Texts:</u> -Ruby's Worry -Growth and Changes</p> <p>N: Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. - Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. -Feel strong enough to express a range of emotions. PS: Develop their sense of responsibility and membership of a community. - Increasingly follow rules, understanding why they are important. -Do not always need an adult to remind them of a rule. ELG: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Athletics</p> <p><u>Key Learning Points:</u> -Running skills -Running over obstacles -Balancing skills -Aiming skills for throwing -Throwing for distance -Jumping for distance</p> <p>N: Spin, roll and independently use ropes and swings (for example, tyre swings). -Sit on a push-along wheeled toy, use a scooter or ride a tricycle. - Build independently with a range of appropriate resources. PS: Skip, hop, stand on one leg and hold a pose for a game like musical statues. -Start taking part in some group activities which they make up for themselves, or in teams. R: Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing ELG: Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><u>Focus area:</u> -Traditional Bible Stories -Listening to a range of different traditional Bible story -Learning which stories are special and why</p> <p><u>Key texts:</u> -'The Lion Storyteller Bible' -Read different well-known traditional Bible stories</p> <p><u>Celebration Days:</u> -Father's Day -</p> <p><u>Trip:</u></p>
---	--	--	---	--	--	--	---

EYFS Long Term Plan – Year B

Term	English	Phonics	Maths	UTW	PSED/ Circle Time	P.E.	Additional Input
<p>Year B</p> <p>Autumn Term 1</p> <p>Woodlands</p> <p>KS1-London</p> <p>KS1 Geography: A study of London Investigate places</p> <p>KS1 Science: Changing of Seasons Physics</p>	<p>Owl Babies</p> <p><u>Key Learning Points:</u></p> <p>-</p> <p>N: To enjoy sharing books with an adult.</p> <p>-To pay attention and responds to the pictures or the words in books.</p> <p>-To anticipate phrases and actions in rhymes, stories and songs.</p> <p>PS: To understand that print has meaning and different purposes.</p> <p>-To start a conversation with an adult or a friend and continue it for many turns.</p> <p>-To begin developing complex stories using small world resources.</p> <p>R: To develop social phrases.</p> <p>-To engage in story times.</p> <p>-To develop storylines in their pretend play.</p>	<p>Phonics</p> <p>Nursery Rhymes</p> <p>N: To enjoy songs and rhymes, tuning in and paying attention.</p> <p>To say some of the words in songs and rhymes.</p> <p>-To join in with songs and rhymes, making some sounds.</p> <p><u>Key Learning Points:</u></p> <p>-sing a range of traditional nursery rhymes</p> <p>-complete to learn and complete actions/ gestures</p> <p>PS: Phase 1: Aspect 1 -Environmental Sounds. Aspect 2 – Instrumental Sounds</p> <p>-To play instruments with increasing control to express their feelings and ideas.</p> <p>-To listen with increased attention to sounds.</p> <p><u>Key Learning Points:</u></p> <p>-listen to different sounds in the environment</p> <p>-explore the sounds different instruments can make.</p> <p>R: Phase 1: Aspect 7 – Oral Blending and Segmenting</p> <p>Begin Phase 2</p> <p>-To read individual letters by saying the sounds for them.</p> <p><u>Key Learning Points:</u></p> <p>-Range of oral blending and segmenting techniques</p> <p>-Phase 2: Sounds: s a t p i n m d g o c k</p> <p>-Phase 2 tricky words: into, no, go l</p> <p>-Phase 2 high frequency words: a, at, as, is, it, in, an, and, on, not, can</p>	<p>Maths</p> <p>N: To count by making sounds, pointing or saying some numbers in sequence.</p> <p>-To count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>- To take part in finger rhymes with numbers.</p> <p>P.S: To count by making sounds, pointing or saying some numbers in sequence.</p> <p>-To count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>- To take part in finger rhymes with numbers.</p> <p><u>Key Learning Points:</u></p> <p>-Baseline activities</p> <p>-Counting in different contexts</p> <p>-Singing number rhymes</p> <p>R: To subitise to 3.</p> <p>-To count objects, actions and sounds.</p> <p><u>Key Learning Points:</u></p> <p>-Baseline activities</p> <p>-Explore numbers 1, 2, 3</p> <p>-Subitising to 3</p> <p>-Comparing and creating quantities to 3</p>	<p>The Natural World</p> <p><u>Key Learning Points:</u></p> <p>-Learning which animals that can we found in woodlands</p> <p>-What a woodland habitat is like</p> <p>-Understanding which animals hibernate</p> <p>-Exploring how animals prepare for hibernation</p> <p>-Exploring the sounds created in woodland using natural materials</p> <p>-Developing an understanding of the term nocturnal and which are nocturnal animals</p> <p><u>Key Texts:</u></p> <p>-'My First Book of Woodland Animals' By Zoe Ingram</p> <p>-Non-fiction</p> <p>N: To explore natural materials, indoors and outside.</p> <p>-Explore materials with different properties.</p> <p>PS: To use all their senses in hands-on exploration of natural materials.</p> <p>-Explore collections of materials with similar and/or different properties.</p> <p>R: To explore the natural world around them.</p> <p>-To describe what they see, hear and feel whilst outside.</p>	<p>Me and My Relationships / New Beginnings</p> <p><u>Key Points:</u></p> <p>-Exploring our new classroom environment</p> <p>-Who am I? Exploring families in the class</p> <p>-Exploring how and why each child is 'special'</p> <p>-Understanding their feelings in new and different situations.</p> <p>-How to calm themselves</p> <p>-Beginning to understand how our friends may be feeling.</p> <p>-Apple experiment exploring them on the inside and outside</p> <p><u>Key Texts:</u></p> <p>-Usboure 'All about Families' By Felicity Brooks</p> <p>-Theme of exploring different families</p> <p>N: To find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>-Find ways of managing transitions, for example from their parent to their key person.</p> <p>-Establish their sense of self.</p> <p>PS: To become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>-To elect and use activities and resources, with help when needed.</p> <p>This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>R: To see themselves as a valuable individual.</p> <p>To build constructive and respectful relationships.</p> <p><u>UTW: People, Cultures and Communities</u></p> <p>R: Talk about members of their immediate family and community.</p> <p>-Name and describe people who are familiar to them.</p>	<p>Multi-Skills</p> <p><u>Key Learning Points:</u></p> <p>-Developing spatial awareness</p> <p>-Moving in different ways, e.g. walking, crawling, jumping, running or hopping.</p> <p>-balancing skills, e.g. hop, hold a pose or stand on one leg.</p> <p>-Throwing skills</p> <p>-Kicking</p> <p>N: To lift their head while lying on their front.</p> <p>-To push their chest up with straight arms.</p> <p>- To enjoy moving when outdoors and inside.</p> <p>PS: To skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>-To go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>R: To revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>	<p><u>Focus area:</u></p> <p>-Harvest</p> <p>-Exploring the story of 'The Enormous Turnip' and sharing food</p> <p>-Learning about the parable: https://www.dltk-kids.com/bible/cv/jesus_tells_stories.htm</p> <p><u>Key texts:</u></p> <p>-'Enormous Turnip' -exploring giving and sharing to those with less</p> <p>-link to online parable</p> <p><u>Celebration Days:</u></p> <p>-Halloween</p> <p><u>Trip:</u></p> <p>Castle Howard to explore their Woodlands</p>

<p>Year B</p> <p>Autumn Term 2 Celebrations</p> <p>KS1- Great Fire of London</p> <p>KS1 History: Event in the past Build an overview of world history</p> <p>KS1 Science: Electricity Physics</p>	<p>ARGHH Spider</p> <p><u>Key Learning Points:</u> -</p> <p>N: To have favourite books and seek them out, to share with an adult, friend or alone. -To develop play around favourite stories using props. -To sing a large repertoire of songs. PS: To understand that we read English text from left to right and from top to bottom. -To understand the names of the different parts of a book. -To take part in simple pretend play, using objects to represent another. R: To learn new vocabulary. -To listen to and talk about stories to build familiarity and understanding.</p>	<p>Phonics</p> <p>N: Traditional Stories -To repeat words and phrases from familiar stories. -To explore their voices and enjoy making sounds -To make rhythmical and repetitive sounds. <u>Key Learning Points:</u> -read a range of traditional stories to the children -encourage them to join in with repeated refrains throughout -try to retell parts of well-known stories</p> <p>PS: Phase 1: Aspect 2 – Instrumental Sounds. Aspect 3 – Body Percussion -To remember and sing entire songs -To sing the pitch of a tone sung by another person. <u>Key Learning Points:</u> -explore the sounds different instruments can make. -creating sounds with their bodies -children stamping, splashing, marching to a beat -action songs</p> <p>R: Phase 2 -To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p><u>Key Learning Points:</u> -Phase 2 sounds: e u r ck h b f ff ll ss -Phase 2 tricky words: to, the -Phase 2 high frequency words: get, got, put, if, off, big, had, his, him, but, back, of, dad, mum, up.</p>	<p>Maths</p> <p>N: To react to changes of amount in a group of up to three items. -To compare amounts, saying 'lots', 'more' or 'same'. -To compare sizes, weights etc. using language. -To notice patterns and arrange things into patterns.</p> <p>P.S: To react to changes of amount in a group of up to three items. -To compare amounts, saying 'lots', 'more' or 'same'. -To compare sizes, weights etc. using language. -To notice patterns and arrange things into patterns. <u>Key Learning Points:</u> -React to changes of amounts and compare sizes -Combine objects -Patterns</p> <p>R: To compare numbers. To continue, copy and create repeating patterns. <u>Key Learning Points:</u> -Compare numbers 1, 2, 3 -Explore numbers 1-4 -Compare and create quantities to 4 -Continue, copy and create patterns</p>	<p>People, Cultures and Communities</p> <p><u>Key Learning Points:</u> - Bonfire Night -Diwali -Christmas</p> <p><u>Key Texts:</u> -'Shubh Diwali!'</p> <p>N: Make connections between the features of their family and other families. - Notice differences between people. PS: Continue to develop positive attitudes about the differences between people. - Begin to make sense of their own life-story and family's history. R: Understand that some places are special to members of their community. -Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Respecting Ourselves and Others / Say No to Bullying</p> <p><u>Key Learning Points:</u> -How to speak kindly about ourselves/ others -How to be kind through actions -What it's like to be unkind/ recognising bullying -Developing friendships through kindness -How to be a good friend -Encouraging our friends to persevere</p> <p><u>Key Texts:</u> -'Welcome to Our World' -'Religions around the World'</p> <p>N: Express preferences and decisions. They also try new things and start establishing their autonomy. - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. PS: Develop appropriate ways of being assertive. -Talk with others to solve conflicts. R: Think about the perspectives of others.</p>	<p>Throwing/ Catching</p> <p><u>Key Learning Points:</u> -Aiming skills -Explore aiming/ shooting for different targets -Rolling the ball -Throwing larger and small balls -Throwing for distance</p> <p>N: To enjoy starting to kick, throw and catch balls. - To pass things from one hand to the other. Let go of things and hands them to another person, or drops them. PS: To continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Start taking part in some group activities which they make up for themselves, or in teams. R: Further develop and refine a range of ball skills including: throwing, catching, kicking, and passing, batting, and aiming.</p>	<p><u>Focus area:</u> -The Nativity Story <i>Learning about the Nativity story</i> -Understanding the meaning of Christmas and why this is celebrated</p> <p><u>Key texts:</u> -'The Nativity Story' -Learn the story of the nativity and how the first Christmas was created.</p> <p><u>Celebration Days:</u> -Diwali -Christmas</p> <p><u>Trip:</u></p>
--	--	--	---	--	---	--	---

Year B	Naughty Bus	Phonics	Maths	Past and Present	Me and My Feelings	Kicking Skills	Focus area:
<p>Spring Term 1</p> <p>Transport</p> <p>KS1- What have they done for us?</p> <p>KS1 History: Florence Nightingale Build an overview of world history</p> <p>KS1 Science: Seeing and Light Physics</p>	<p><u>Key Learning Points:</u></p> <p>-</p> <p>N: To ask questions about the book. -To make comments and share their own ideas about books. -To make simple models which express their ideas.</p> <p>PS: To understand how pages sequence. -To use a wide range of vocabulary. -To draw shapes with continuous lines and use these shapes to represent objects.</p> <p>R: To engage in non-fiction books. -To use new vocabulary through the day. -To watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>N: Nursery Rhymes -To join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. -To copy finger movements and other gestures. -To enjoy and take part in actions songs.</p> <p><u>Key Learning Points:</u> -sing a range of traditional nursery rhymes -complete to learn and complete actions/ gestures</p> <p>PS: Phase 1: Aspect 4 – Rhythm and Rhyme. Aspect 5 – Alliteration -To create their own songs, or improvise a song around one they know. <u>Key Learning Points:</u> -Listening to stories with rhyming words and singing rhymes -Continuing rhyming strings -‘I Spy’ games exploring initial sound -Pointing out alliteration, e.g. silly Sam</p> <p>R: Phase 3 -To read some letter groups that each represent one sound and say sounds for them -To spell words by identifying the sounds and then writing the sounds with letter/s.</p> <p><u>Key Learning Points:</u> -Phase 3 sounds: j v w x y z zz qu sh th ch ng (nk) ai ee oa -Phase 3 tricky words: he, we, me, be, was, are, you, they, my, she, all -Phase 3 high frequency words: will, this, that, then, them, with, see</p>	<p>N: To take part in finger rhymes with numbers. -To count in everyday contexts -To reach to changes of amount in a group up to 3. -To compare amounts</p> <p><u>Key Learning Points:</u> -Counting in everyday contexts and within play -Number rhymes -Reach to changes of amount and compare amounts P.S: To subitise to 3. -To recite numbers past 5. -To say one number for each item in order, 1, 2, 3, 4, 5. -To understand the cardinal principle. -To link numerals and amounts -To compare quantities using language more than, fewer.</p> <p><u>Key Learning Points:</u> -Counting and reciting numbers to 5 in order -Subitising to 3 instantly -Find given number of amounts using numerals -Compare quantities using more than and fewer than</p> <p>R: To subitise to 5 instantly. ELG: To automatically recall number bonds up to 5 including subtraction facts.</p> <p><u>Key Learning Points:</u> -Explore numbers 1-5 -Learn number bonds to 5 and subtraction facts. -Introduce number 6 and 7 -Compare and create amounts showing 6. -Subitise to 5.</p>	<p><u>Key Learning Points:</u> -People who help us</p> <p><u>Key Texts:</u> -‘A Journey Through Transport’</p> <p>N: Repeat actions that have an effect. PS: Show interest in different occupations. -Explore how things work. - Explore and talk about different forces they can feel.</p> <p>R: Comment on images of familiar situations in the past. -Compare and contrast characters from stories, including figures from the past. -Draw information from a simple map.</p>	<p><u>Key Learning Points:</u> -Begin to understand a range of feelings -To talk about how they feel in different situations -Understand how our actions make others feel -Consider what are kind actions -Understand the feelings of others</p> <p><u>Key Texts:</u> -‘Kindness makes us Strong’ -Understanding our feelings.</p> <p>N: Safely explore emotions beyond their normal range through play and stories. -Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. - Be increasingly able to talk about and manage their emotions. PS: Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. -Begin to understand how others might be feeling. R: Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally. ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p><u>Key Learning Points:</u> -Stopping the ball -Exploring how to use the different parts of their foot -Passing and dribbling the ball -Shooting the ball -Aiming the ball at different targets</p> <p>N: Walk, run, jump and climb – and start to use the stairs independently. -Enjoy starting to kick, throw and catch balls. PS: Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. R: Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. -Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p><u>Focus area:</u> -People Who Help Us: -Explore and learn about a range of different types -challenge stereotypes in jobs. ELG: To talk about the lives of the people around them and their roles in society.</p> <p><u>Key texts:</u> -Osbourne ‘Little Book of Jobs’ -Learn about new and different jobs they may not have heard of.</p> <p><u>Celebration Days:</u> -Chinese New Year</p> <p><u>Trip:</u></p>

<p>Year B</p> <p>Spring Term 2</p> <p>Spring</p> <p>KS1- Hinduism</p> <p>KS1 Geography: Where in the world do Hindu's live? Investigate patterns</p> <p>KS1 Science: Plants Biology</p>	<p>What the Ladybird Heard</p> <p><u>Key Learning Points:</u></p> <p>-</p> <p>N: To notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>-To listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>-To explore paint using fingers, part of their bodies, brushes and other tools.</p> <p>PS: To engage in extended conversations about stories, learning new vocabulary.</p> <p>-To use talk to organise themselves and their play: 'Let's go on a bus...you sit there.'</p> <p>-To explore colour and colour-mixing.</p> <p>R: To listen carefully and learn rhymes, poems and songs.</p> <p>-To ask questions to find out more and check they understand what was said.</p> <p>-To use vocabulary in different contexts.</p> <p>-To offer explanations for why things might happen, using new vocabulary from stories, non-fiction, rhymes and poems.</p> <p>-To create collaboratively sharing ideas, resources and skills.</p>	<p>Phonics</p> <p>N: Traditional Stories</p> <p>-To have favourite books and seek them out to share with an adult, friend or alone.</p> <p>-To repeat words and phrases from familiar stories.</p> <p>-To show attention to sounds and music.</p> <p><u>Key Learning Points:</u></p> <p>-read a range of traditional stories -encourage them to join in with repeated refrains throughout</p> <p>-try to retell parts of well-known stories</p> <p>P.S: Phase 1: Aspect 5 – Alliteration Aspect 6 – Voice Sounds</p> <p>-To sing the melodic shape of familiar songs.</p> <p><u>Key Learning Points:</u></p> <p>--'I Spy' games exploring initial sound</p> <p>-Pointing out alliteration, e.g. silly Sam</p> <p>-exploring the sounds their mouths can make</p> <p>-trying to make the sounds of everyday noises, e.g. a train.</p> <p>R: Phase 3</p> <p>-To read a few common exception words matched to the school's phonic programme.</p> <p>-To read simple phrases and sentences made up of words with known letter-sound correspondences and exception words.</p> <p><u>Key Learning Points:</u></p> <p>-Phase 3 sounds: oo oo ar or igh ur ow oi ear er air ure</p> <p>-Phase 3 tricky words: her</p> <p>-Phase 3 high frequency words: look, for, too, now, down.</p>	<p>Maths</p> <p>N: To combine objects like stacking blocks and cups.</p> <p>-To climb and squeeze selves into different types of spaces</p> <p>-To build with different resources</p> <p>-To complete inset puzzles.</p> <p><u>Key Learning Points:</u></p> <p>-Build with different resources</p> <p>-Complete a range of jigsaws</p> <p>-Combine and stack objects</p> <p>-Combine objects</p> <p>-Arrange objects into patterns</p> <p>P.S: To solve real world problems with numbers up to 5.</p> <p>-To understand position through words alone.</p> <p>-To describe a familiar route.</p> <p>-To discuss routes and locations using words, e.g. behind, in front</p> <p><u>Key Learning Points:</u></p> <p>-Solve and explore real world problems using numbers to 5.</p> <p>-Compare different quantities using more and fewer.</p> <p>-Understand the position of objects using language.</p> <p>-using language to discuss and describe routes.</p> <p>R: To link the numeral with its cardinal number value.</p> <p>-To understand the one more/ less that relationship between consecutive numbers.</p> <p>ELG: To compare quantities up to 10 in different contexts using greater than, less than, same.</p> <p><u>Key Learning Points:</u></p> <p>-Explore and represent numbers 7, 8 and 9 using variation</p> <p>-Compare and create amounts showing 7, 8 and 9</p>	<p>The Natural World</p> <p><u>Key Learning Points:</u></p> <p>-life cycles, seasonal changes</p> <p><u>Key Texts:</u></p> <p>-'Everything Spring'</p> <p>N: Explore and respond to different natural phenomena in their setting and on trips.</p> <p>PS: Plant seeds and care for growing plants.</p> <p>-Understand the key features of the life cycle of a plant and an animal.</p> <p>R: Describe what they see, hear and feel whilst outside.</p> <p>-Understand the effect of changing seasons on the natural world around them.</p> <p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>My Healthy Lifestyle</p> <p><u>Key Learning Points:</u></p> <p>-Germs and importance of hand washing</p> <p>-Healthy eating and discussing different groups of foods</p> <p>-Creating a fruit salad</p> <p>-How to look after ourselves, e.g. exercise, teeth brushing, sleep, sensible screen time</p> <p>-Our own wellbeing</p> <p><u>Key Texts:</u></p> <p>-I will not never ever eat a Tomato</p> <p>-Healthy lifestyle</p> <p>N: Thrive as they develop self-assurance.</p> <p>- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> <p>PS: Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>R: Show resilience and perseverance in the face of challenge.</p> <p>-Manage their own needs.</p> <p>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Physical Development:</u></p> <p>PS: Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>-Make healthy choices about food, drink, activity and tooth brushing.</p> <p>R: Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>-Further develop the skills: lining up and queuing, mealtimes, personal hygiene.</p>	<p>Dance</p> <p><u>Key Learning Points:</u></p> <p>-Teach sequences of movements</p> <p>-Help the children to learn and remember sequences of movements</p> <p>-Develop fluent movements</p> <p>-Develop balance, co-ordination and agility</p> <p>-Large-muscle movements to develop strength.</p> <p>N: Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>-Clap and stamp to music.</p> <p>PS: Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>R: Progress towards a more fluent style of moving, with developing control and grace.</p> <p>-Develop overall body-strength, balance, co-ordination and agility.</p>	<p><u>Focus area:</u></p> <p>-The Easter Story</p> <p>-Learning about the Easter Story</p> <p>-Understanding why Easter is celebrated</p> <p>-Talking about how we celebrate Easter.</p> <p><u>Key texts:</u></p> <p>-'The Easter Story'</p> <p>-Listening to and learning about the Easter story and what happened to Jesus.</p> <p><u>Celebration Days:</u></p> <p>-Easter</p> <p>-Mother's Day</p> <p><u>Trip:</u></p>
---	--	---	---	---	---	--	---

<p>Year B</p> <p>Summer Term 1</p> <p>Rainforests</p> <p>KS1- Find out about our environment</p> <p>KS1 Geography: Key physical features Rivers Seas and beaches Mountains Communicate geographically</p> <p>KS1 Science: Sound and Hearing Physics</p>	<p>How to Find a Fruit Bat</p> <p><u>Key Learning Points:</u></p> <p>-</p> <p>N: To enjoy drawing freely making intentional marks.</p> <p>-To pay attention and responds to the pictures or the words in stories.</p> <p>-To develop pretend play: 'putting the baby to sleep' or 'driving the car'.</p> <p>PS: To use some of their print and letter knowledge in their early writing.</p> <p>-To enjoy listening to longer stories and can remember much of what happens.</p> <p>-To draw with increasing complexity and detail.</p> <p>R: To write short sentences phonetically using a capital letter full stop.</p> <p>-To re-read what they have written to check that it makes sense.</p> <p>-To anticipate key events in stories.</p> <p>-To retell a familiar story some as exact repetition and some in their own words.</p> <p>-To make use of props and materials when role playing characters.</p>	<p>Phonics</p> <p>N: Nursery Rhymes/ Traditional Stories</p> <p>-To enjoy songs and rhymes, tuning in and paying attention.</p> <p>-To say some of the words in songs and rhymes.</p> <p>-To move and dance to music.</p> <p><u>Key Learning Points:</u></p> <p>-retell from memory well-known stories briefly</p> <p>-sing by heart a range of traditional nursery rhymes with actions</p> <p>P.S: Phase 1: Aspect 4 – Rhythm and Rhyme. Aspect 7 – Oral Blending/ Segmenting</p> <p>-To spot and suggest rhymes.</p> <p>-To respond to what they have heard, expressing their thoughts and feelings.</p> <p><u>Key Learning Points:</u></p> <p>- Listening to stories with rhyming words and singing rhymes</p> <p>-Continuing rhyming strings</p> <p>-Blending/ segmenting games, e.g. I spy to develop blending</p> <p>R: Consolidation of Phase 3 / Phase 4</p> <p>-To form lower-case and capital letters correctly.</p> <p>-To re-read books to build confidence in word reading, fluency and understanding.</p> <p><u>Key Learning Points:</u></p> <p>-consolidation of phase 3 sounds/ tricky words highlighted in assessments</p> <p>-phase 4: CVCC words, CCVC words</p> <p>-phase 4 tricky words: said, have, like</p> <p>-phase 4 high frequency words: went, from, it's, just</p>	<p>Maths</p> <p>N: To notice patterns and arrange things in patterns.</p> <p>-To climb and squeeze selves into different types of spaces.</p> <p>-To build with different resources</p> <p>-To complete inset puzzles</p> <p><u>Key Learning Points:</u></p> <p>-Complete different jigsaws</p> <p>-Build using different resources</p> <p>-Explore and arrange objects into patterns</p> <p>-Climb and squeeze into spaces.</p> <p>P.S: To combine shapes to make new ones</p> <p>- To select shapes appropriately.</p> <p>-To talk about and identify the patterns around them.</p> <p>-To extend and create ABAB patterns.</p> <p>-To notice and correct an error in a repeating pattern.</p> <p><u>Key Learning Points:</u></p> <p>-Select shapes for different tasks and purposes</p> <p>-Combine shapes whilst building to create new ones</p> <p>-Talk about, identify, extend and create ABAB patterns</p> <p>-Notice and correct errors in repeating patterns</p> <p>R: To explore the composition and have a deep understanding of numbers to 10.</p> <p>-To automatically recall number bonds and subtraction facts to 10.</p> <p>-To verbally count beyond 20, recognising the pattern of the counting system.</p> <p><u>Key Learning Points:</u></p> <p>-Explore, represent and compare numbers 1-10.</p> <p>-Number bonds to 10, double and subtraction facts</p> <p>-Count beyond 20 and order numbers.</p>	<p>The Natural World</p> <p><u>Key Learning Points:</u></p> <p>- Looking at different environments</p> <p><u>Key Texts:</u></p> <p>-'Little People, Big Dreams: Jane Goodall'</p> <p>-'One Day on our Blue Planet - In the Rainforest'</p> <p>N: Make connections between the features of their family and other families.</p> <p>-Notice differences between people.</p> <p>PS: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>-Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>R: Recognise some environments that are different to the one in which they live.</p> <p>ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>	<p>Keeping Myself Safe / Relationships</p> <p><u>Key Learning Points:</u></p> <p>-Changing an unfair situation</p> <p>-Helping someone who is lonely or sad</p> <p>-Telling the truth</p> <p>-How to keep ourselves safe</p> <p>-Crossing the road safely</p> <p>-Who can we ask for help?</p> <p><u>Key Texts:</u></p> <p>-Meesha Makes Friends</p> <p>-Building Relationships</p> <p>N: Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>- Develop friendships with other children</p> <p>PS: Play with one or more other children, extending and elaborating play ideas.</p> <p>-Show more confidence in new social situations.</p> <p>ELG: 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>Gymnastics</p> <p><u>Key Points:</u></p> <p>-Jumping skills</p> <p>-Jumping and stopping</p> <p>-Remembering a jumping sequence</p> <p>-Balancing whilst conducting movements</p> <p>-Rolling skills, e.g. rocking, teddy bear roll</p> <p>-Sequences of movements: jump, balance, roll</p> <p>N: Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>-Roll over: from front to back, then back to front.</p> <p>PS: -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>R: Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Combine different movements with ease and fluency</p> <p>ELG: Demonstrate strength, balance and coordination when playing.</p>	<p><u>Focus area:</u></p> <p>-Eid</p> <p>-Learning about Eid and what this is talking</p> <p>-Understanding what Ramadan is and what happens before Eid</p> <p>ELG: 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><u>Key texts:</u></p> <p>-'Amira's Picture Day'</p> <p>-Learning about Eid</p> <p><u>Celebration Days:</u></p> <p>-Eid</p> <p><u>Trip:</u></p>
---	--	--	---	---	---	---	--

<p>Year B</p> <p>Summer Term 2 Summer</p> <p>KS1- Dream big – what will I be?</p> <p>KS1 Geography: Being a geographer – a study of York</p> <p>KS1 Science: Investigate Materials Physics</p>	<p>Billy’s Bucket</p> <p><u>Key Learning Points:</u> -</p> <p>N: To add some marks to their drawings, which they give meaning to and to stand for their name. -To understand simple questions about who, what and where. -To manipulate and play with different materials. PS: To write some/ all of their name and some letters accurately. -To know many rhymes, talk about familiar book and retell a long story. -To understand ‘why’ questions. -To use drawing to represent ideas like movement or noises. R: To demonstrate understanding by retelling stories using their own words and new vocabulary. -To use and understand recently introduced vocabulary during discussions about and during role play. -To write simple phrases and sentences that can be read by others. -To listen attentively respond to what they hear with questions, comments and actions.</p>	<p>Phonics</p> <p>N: Phase 1: Aspect 1 – Environmental Sounds Aspect 2 – Instrumental Sounds -To sing songs and say rhymes independently. -To explore a range of sound-makers and instruments and play them in different ways. -To respond emotionally and physically to music when it changes. <u>Key Learning Points:</u> --listen to different sounds in the environment -explore the sounds different instruments can make.</p> <p>P.S: Phase 1: Aspect 7 – Oral Blending and Segmenting -To count or clap syllables in words. -To recognise words with the same initial sound. <u>Key Learning Points:</u> --Blending and segmenting games, e.g. cross the river, I spy getting the children to blend together, e.g. c-u-p.</p> <p>R: Phase 4 -To say a sound for each letter in the alphabet and at least 10 digraphs. -Read aloud simple sentences and books that are consistent with their phonics knowledge, including common exception words. <u>Key Learning Points:</u> -phase 4: CCVC words, CCVCC words, two adjacent consonants. -teach about syllables -phase 4 tricky words: some, come, there, when, what, were, little, one, do, out -phase 4 high frequency words: help, children</p>	<p>Maths</p> <p>N: To count making sounds, pointing or saying some numbers in sequence. -To count in everyday contexts. -To compare sizes and weights. <u>Key Learning Points:</u> -Counting with play -Compare amounts reacting to the change of amount -Combine and stack objects -Compare sizes, weights.</p> <p>P.S: To begin to describe a sequence of events using first, then. -To talk about and explore 2D and 3D shapes using language. -To make comparisons between objects relating to size, length, weight and capacity. <u>Key Learning Points:</u> -Explore numbers 1-3 and subitise amounts to 3 -Describe sequence of events and routine -Talk about 2D and 3D shapes -Compare range of measures</p> <p>R: To select, rotate and manipulate shapes to develop spatial reasoning skills. -To compose and decompose shapes recognising shapes can have others within it. -To compare length, weight and capacity. ELG: To explore and represent patterns within numbers, evens and odds, double facts and distributing quantities equally. <u>Key Learning Points:</u> -Explore addition and subtraction using number lines, objects counting on/ back -Explore and create doubles, sort odd and even numbers -Halve and share amounts -Explore 2D and 3D shapes.</p>	<p>Past and Present/ The Natural World</p> <p><u>Key Learning Points:</u> -seaside – explore using senses and exploration of materials -healthy eating -sun safety -holidays – postcards -seaside’s in the past</p> <p><u>Key Texts:</u> -‘Who’s Hiding at the Seaside’</p> <p>N: Explore materials with different properties. -Explore natural materials, indoors and outside. PS: Talk about what they see, using a wide vocabulary. - Talk about the differences between materials and changes they notice. ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants. - Understand the past through settings, characters and events encountered in books read in class and storytelling. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Growth and Changes</p> <p><u>Key Learning Points:</u> -Celebrating what they can do now -Explore changes since they were a baby -Understand how they have changed -Exploring upcoming changes in September -Celebrating their achievements over the year -Consider what they’d like to do in the future</p> <p><u>Key Texts:</u> -Ruby’s Worry -Exploring Growth and Change</p> <p>N: Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. - Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. -Feel strong enough to express a range of emotions. PS: Develop their sense of responsibility and membership of a community. - Increasingly follow rules, understanding why they are important. -Do not always need an adult to remind them of a rule. ELG: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Athletics</p> <p><u>Key Learning Points:</u> -Running skills -Running over obstacles -Balancing skills -Aiming skills for throwing -Throwing for distance -Jumping for distance</p> <p>N: Spin, roll and independently use ropes and swings (for example, tyre swings). -Sit on a push-along wheeled toy, use a scooter or ride a tricycle. - Build independently with a range of appropriate resources. PS: Skip, hop, stand on one leg and hold a pose for a game like musical statues. -Start taking part in some group activities which they make up for themselves, or in teams. R: Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing ELG: Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><u>Focus area:</u> -Seaside’s in the past -Understanding why seaside’s were like in the past -Exploring how seaside’s have changed ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><u>Key texts:</u> -‘Alfie on Holiday’ -Learning about the Seaside in the past to compare the changes.</p> <p><u>Celebration Days:</u> - Father’s Day</p> <p><u>Trip:</u></p>
--	---	--	---	---	---	--	---

Tapestry: pscaife@stillington.n-yorks.sch.uk

phillipascaife

Expressive Arts and Design Objective not mapped to cover:

0-3:

- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- Explore different materials, using all their senses to investigate them.
- Use their imagination as they consider what they can do with different materials.

3-4:

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.

Reception:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

ELG:

Creating with Materials:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

Being Imaginative and Expressive:

- Sing a range of well-known nursery rhymes and song
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.