

Year Reception	Summary:		Trips/Visits/Events/Hooks: Hook books: So much, Class Charter Self-portraits & family portraits Make name labels for pegs Chn and family class party Class family tree Nativity performance with Y1
Autumn	In the autumn term, our theme is Families & Celebrations; we look at different festivals & why & how we celebrate them. We share our experiences of our own home life and explore the similarities and differences amongst us. For those who have been to nursery with us, relationships established are really embedded this year but new relationships are made with children who have joined us and we enjoy welcoming them. This term is really exciting as we get to take part in Diwali, Hanukkah, Harvest, Eid and Christmas celebrations. It's a really fun time!		
Me and My Family			
Book: So much The Christmas Story Driver: History and PSED	Outcomes: Self & family portraits Invitations to parties, Nativity/Christmas Performance	Room: Backing: Yellow Flat: Orange Crinkly: Gold Home corner role play, Self & family portraits, Photographs of the children's family and celebrations	NPP: People who help us

Maths: Number			
Communication and Language		Vocabulary	Activities/Ideas
Listening, Attention and Understanding	Speaking	Numbers 1-10, group, more, less, the same, different, five frame, part-part-whole	See White Rose document Number blocks https://www.bbc.co.uk/cbeebies/shows/numberblocks Counting songs "10 green bottles" (counting backwards) Lots of opportunities for sorting in free-flow/outside
N/A	N/A		
Skills	Knowledge		
To count forwards and backwards to 10 from different starting points (1-10)	To know how to count to 5 (forwards)		
To count actions or objects that cannot be moved to 5 - subitise?	To count objects in a group to 5		
To count objects in a group/irregular arrangement of up to 10	To write numerals to 5		
To use 1:1 correspondence			
To represent numbers using fingers, marks on paper or pictures to 5			
To sort objects, identifying what is the same and what is different			
To recognise numerals (1-5)			

<p>To order numbers to 5</p> <p>To write numbers to 5 (numeral)</p> <p>To find /say which is one more and one less than a given number up to 5</p> <p>To explore number bonds to 5 (five frames, part-part-whole)</p>			
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Maths: Numerical Patterns

<u>Communication and Language</u>		Vocabulary	Activities/Ideas
Listening, Attention and Understanding	Speaking	yesterday, today, tomorrow, before, later, next, patter	See White Rose document Visual timetable Outdoor provision - patterns and object arranging
N/A	N/A		
Skills	Knowledge		
<p>To show an interest in patterns and arranging objects</p> <p>To order times within a day</p> <p>To use non-standard measurements of time (how many sleeps, how many playtimes)</p>	<p>To name common 2D shapes (circles, triangles, squares & rectangles)</p>		

Communication and Language	
Listening, Attention and Understanding	Speaking
<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Expressive Arts Being Imaginative and Expressive Develop storylines in their pretend play.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Use new vocabulary throughout the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Use new vocabulary in different contexts.</p>

Reading	
Word Reading	Comprehension
<p>Read individual letters by saying the sounds for them. (based on words taught during phonics)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (CVC).</p>	<p>Re-read decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (Daily Reading)</p>

<p>Read simple phrases and sentences made up of words with known letters–sound correspondences and, where necessary, a few high frequency words.</p> <p>Reads the autumn high frequency words. (based on words taught during phonics)</p>	
<p>Phonics</p>	
<p>NOTE: Phase one to run simultaneously alongside phase two until 70% <i>segmenting</i> and 30% <i>blending</i>.</p> <p>Phase Two</p> <p>Sounds - s/a/t/p/i/n/m/d/g/o/c/k/ck/e/u/r/h/b/f/ff/l/ll/ss</p> <p>Read words - is/it/in/at/and/to/the/no/go/l</p> <p>Write words - and/to/the</p>	

<p>Writing</p>	<p>Core Texts and Incidental Texts</p>
<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. (Based on learnt sounds from phase two)</p> <p>Writes the autumn high frequency words. (based on words taught during phonics)</p> <p>Gross Motor Skills</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Fine Motor Skills</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Hook Book:</p> <p>So Much</p> <p>The Christmas Story</p> <p>Shared Reading Texts:</p> <p>I Want My Mum</p> <p>Monster's party</p> <p>So Much</p> <p>Mrs Wishy Washy</p> <p>Mr Smarty Pants</p> <p>This is Bear</p>

Science					
<u>Communication and Language</u>			Vocabulary	Activities/Ideas	
Listening, Attention and Understanding		Speaking		Spring summer autumn winter Autumn vocabulary, weather hibernate	Seasonal walks, art with fallen leaves, pictures, activities in the snow if there is any.
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"		Express a point of view Use a wider range of vocabulary.			
Composite	Skills	Knowledge		Wind and blowing objects vocabulary	
I know the features and order of the 4 seasons.	To understand the effect of changing seasons on the natural world around them. To draw pictures of animals and plants that they see around them	I know that the weather is different at different times of the year. I know days are longer in spring and summer than in autumn and winter. I know there are 4 seasons: autumn, winter, spring, summer. These happen in order for a quarter of the year each.			
History					
<u>Communication and Language</u>			Vocabulary	Activities/Ideas	
Listening, Attention and Understanding		Speaking		Believe, same, different, similar, special, celebrate, family, now, then, first, after, before, birthday, celebrate, memory, remember	Family portraits Display: Festivals and celebration timeline
N/A		N/A			
Composite	Skills	Knowledge			
To understand the significance of some historic celebrations	Historical concepts To recognise that people have different beliefs and celebrate special times in different ways	To know Names of a variety of celebrations and festivals - Eid - Diwali			

	<p>Historical enquiry To explore objects to identify which celebration it belongs to</p> <p>To comment on photos of familiar situations/events from the past (special book photos)</p>	<ul style="list-style-type: none"> - Christmas - Halloween - Birthday - Weddings <p>To understand the significance of some historic traditions during celebrations i.e. Why are Christmas trees put up during Christmas?</p>		
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Geography

<u>Communication and Language</u>			Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking	school, home, house, inside, outside, playground	Take photos of environment - focusing on signifiers of winter (leafless trees)
To learn new vocabulary. To listen to selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		To talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		
Composite	Skills	Knowledge	season, nature, change, autumn, winter, spring, summer, cold, frozen, frost,	Collect and collage to represent the season - make model
To make close observations of the immediate environment	<p>To identify built structures in the environment - e.g. different types of buildings / parks / canals etc.</p> <p>To identify natural structures in the environment e.g. trees/ rivers</p>	<p>To name things in their immediate environment</p> <p>To talk about what is special in their home/ their school setting</p> <p>To understand the effect of changing seasons on the natural world around them. (Preparation for comparison in spring)</p> <p>To name things in their immediate environment</p> <p>To talk about what is special in their home/ their school setting</p>	school, home, house, inside, outside, playground	<p>(Both to be used for comparison in spring)</p> <p>To take photographs of built / natural aspects of the environment</p>

				To bring in photos/ items that are special in their homes
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Art and Design

<u>Communication and Language</u>			Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking		
To understand how to listen carefully and why listening is important. To learn new vocabulary.		Ask questions to find out more and to check they understand what has been said to them. To use new vocabulary in different contexts. Knowledge		
Composites		Skills		
To know that you can show how you feel in drawing or a painting To know the names of the primary and secondary colours		Creating with Materials To return to and build on their previous learning, refining ideas and developing their ability to represent them.		
		Knowledge		
		To know that you can show how you feel in a drawing or a painting To know the names of the primary and secondary colours To know which primary colours to use to make a secondary colour To know that adding white to a colour makes it lighter To know that adding black to a colour makes it darker To know what I need and where to find it To know the features of the face To know the names of simple 2D & 3D shapes		
			Revisit vocab used in Nursery Pattern, lighter, darker, sharp, soft, zig-zag, pastel, salt dough, snowflakes, mould, shape, splatter, spray, cool/hot colours Key Questions: What would happen if...? How could you...? How will you join it? What will you use? Why have you....? What does it feel like? What will you make? What do you need to make it? What will you do first? How could you make it more secure? What would you change/add?	Portraits Creative modelling - homes Salt dough/clay - diva lamps 2D & 3D Christmas decorations Firework art

Design and Technology					
Communication and Language			Vocabulary	Activities/Ideas	
Listening, Attention and Understanding		Speaking		Revisit vocab used in Nursery Structure, strong, secure, tall, wide Key Questions: What would happen if...? How could you...? How will you join it? What will you use? Why have you....? What does it feel like? What will you make? What do you need to make it? What will you do first? How could you make it more secure? What would you change/add?	Creative modelling :- homes 2D & 3D Christmas decorations Cooking
To understand how to listen carefully and why listening is important. To learn new vocabulary.		Ask questions to find out more and to check they understand what has been said to them. To use new vocabulary in different contexts.			
Composites	Skills	Knowledge			
To know the names of simple materials To know what to use to join materials To choose how to arrange, join and construct for effect	Creating with Materials To return to and build on their previous learning, refining ideas and developing their ability to represent them.	To know the names of some simple materials To know what I need and where to find it To know the names of some simple 2D & 3D shapes To know what to use to join materials together To understand that materials have different textures			

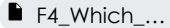
Computing				
Composite	Skills	Knowledge	Vocabulary	Activities/Ideas
To understand the purpose of features of different technologies.	To show skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images	To understand the difference between safe and unsafe. To know that you need to ask an adult before using technology. To know that information can be retrieved from computers (examples - Google, YouTube)	Safe, unsafe, dangerous computers Information Google, Youtube, Internet Keyboard, buttons, touchpad, touchscreen	Real life situations about safety Using Google to answer questions Modelling finding children's

			button, press, switch, on, off, sound, light, picture, screen	favourite songs Using a variety of different tech throughout the term getting chn to explore the differences
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PSHE

Composites	Skills	Knowledge	Vocabulary	Activities/Ideas
<p>To understand my role in the school community and know how to positively contribute to it</p> <p>To understand the differences between people in order to treat people fairly..</p>	<p>Being Me in My World To recognise and manage my feelings To enjoy working with others to make school a good place to be</p> <p>Celebrating Difference To identify something I am good at and understand everyone is good at different things To tell you why I think my home is special to me To tell you how to be a kind friend</p> <p>Development Matters To build constructive and respectful relationships. To manage their own needs. To see themselves as a valuable individual</p>	<p>Being Me in My World To understand how it feels to belong and that we are similar and different To understand why it is good to be kind and use gentle hands To understand children's rights and this means we should all be allowed to learn and play To know what being responsible means</p> <p>Celebrating Difference To understand that being different makes us all special To know we are all different but the same in some ways To know which words to use to stand up for myself when someone says or does something unkind</p>	<p>Healthy/unhealthy Please may I... ...have a turn ...go to the toilet ...have a drink Can you share with me please? I feel... Sad Happy Tired Hungry Angry Worried Stop, I don't like it. Are you ok? Do you need help? I can... I found it... but....</p> <p>Vocabulary Goals, kindness, encouragement, pride, perseverance, health, movement, choices, sleep, hygiene</p>	<p>Questions How are you feeling? How do you think Is feeling? What are the rules? How can we make sure everyone has a turn? Could you help...</p>

R.E.

Communication and Language		Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking	
To recognise that people have different beliefs and celebrate special times in different ways.		N/A	
Composite	Skills	Knowledge	Celebration, Sukkot, Jewish, Judaism, Festival, Hindu, Hinduism, Diwali, Rama, Sita, Ravana, God, Rangoli, Mary, Joseph, Angel, Manger, Jesus, Christmas, Christian
Big Question: What times are special and why? (Strand: Expressing) Example answer: Diwali is a special time for Hindus because.. and refer to the story of Rama and Sita. A child may say how Hindus celebrate (an acceptable answer could refer to any of the celebrations they learn about.	To recognise that people have different beliefs and celebrate special times in different ways (Development Matters 2020) To give examples of special occasions that they and others have experienced and suggest features of a celebration (pg.3) To say why festivals are special times for members of faith communities. (pg. 15)	To know what happens at Sukkot and why. (pg. 6) To know why Diwali is a special time for Hindus. (pg. 9) To know what happens at Christmas and why. (pg. 11)	
			Look at r.E schemes of work. 

Music			
Communication and Language		Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking	
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.		To know many rhymes	
		sing, instrument, perform, audience, high, low, volume, bang, crash, noise, quiet, whisper, noisy, loud, shrill, squeaky, boom, shout, tap, voice, shake	Learn rhymes, poems and songs.

Listening & Appraising Listen attentively, move to and talk about music, expressing their feelings and responses			
Composites	Skills	Knowledge	
Genre knowledge To listen to music across a range of historical periods, genres, styles and traditions Singing To sing a range of well-known nursery rhymes and songs To perform songs and rhymes with others, and – when appropriate – try to move in time with music	Playing Instruments Play instruments with increasing control to express their feelings and ideas Singing Sing in a group or on their own, increasingly matching the pitch and following the melody Performing To join in with whole class singing with actions led by an adult in front of an audience	To build a repertoire of songs	
P.E			
Communication and Language		Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking	climbing, crawling, fast, hopping, jumping, skipping, slow, running, walking
To learn new vocabulary. To understand how to listen carefully and why listening is important. To be able to use new vocabulary in different contexts.		N/A	
Composites	Skills	Knowledge	
	Gross Motor Skills To revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Health To know and talk about the different factors that support my overall health and wellbeing: - regular physical activity - healthy eating .	

	<p>Fine Motor Skills To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>			
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Characteristics of Effective Learning		
Playing and Learning	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> • Realise that their actions have an effect on the world, so they want to keep repeating them. • Reach for and accept objects. Make choices and explore different resources and materials. • Make independent choices. 	<ul style="list-style-type: none"> • Participate in routines, such as going to their cot or mat when they want to sleep. 	<ul style="list-style-type: none"> • Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. • Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce." • Know more, so feel confident about coming up with their own ideas.

Year Reception	Summary:		Trips/Visits/Events/Hooks:
Spring	Our spring term theme is called Let's Play & Pretend; our learning is moved into new and exciting worlds. We explore the different roles of people who live and work in the world around us. We get a chance to pretend to be doctors, shop keepers, chefs, astronauts, superheroes and many more. This term is really fun as we have become really confident learners. We also have great fun learning traditional tales.		Hook- wild thing footprints around the classroom and outside Seasonal trip to the park The discovery centre
Me and My World			
Book: Where the Wild Things are Lost and Found Room on The Broom The Troll The Easter Story Driver: Science and Art & Design	Outcomes: A wild rumpus Models of wild things Self made props for play	Room: Backing: Light Blue Flat: Dark Blue Crinkly: Red Forest, vines, green, corridor display- chn's faces on wild things bodies, role play area-Max's bedroom changing into the forest.	NPP: Superheroes Gingerbread man Goldilocks

Maths: Number			
Communication and Language		Vocabulary	Activities/Ideas
Listening, Attention and Understanding	Speaking	Numbers 1-20, group, more, less, the same, different, ten frame, part-part-whole, addition, subtraction	See White Rose document I count, you count - counting from different starting points Counting groups of children Ten frames with different objects in free flow/outside
N/A	N/A		
Skills	Knowledge		
To count forwards and backwards to 20 (0-20) To count actions or objects that cannot be moved to 10 To estimate how many objects they can see and check by counting To recognise numerals (0-10) To order numbers to 10 To write numbers to 10 (numeral) To explore number bonds to 10 and within 10 (ten frames, part-part-whole) To relate addition to combining two groups to make a whole (to 10) To relate subtraction to taking away (ten frames, part-part-whole)	To know how to count to 10 (forwards & backwards) To count objects in a group to 10 To write numerals to 10		
Maths: Numerical Patterns			

Communication and Language		Vocabulary	Activities/Ideas
Listening, Attention and Understanding	Speaking	Next to, near, behind, near, on, into, circle, triangle, rectangle, square, pattern	See White Rose document Building with 3D shapes - why did you use that shape? Shape printing Shape hunt Pattern spotting trips
N/A	N/A		
Skills	Knowledge		
To use positional language (next to, behind, near, on, into) To compare 3D shapes (what is the same, what is different) To share what I notice about a 3D shape (does it roll? do they stack together?) To name some common 2D shapes To imitate patterns of shapes To create patterns of shapes	To name common 2D shapes (circles, triangles, squares & rectangles)		

Communication and Language	
Listening, Attention and Understanding	Speaking
<p>Understand how to listen carefully and why listening is important. Learn new vocabulary.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Expressive Arts Being Imaginative and Expressive Develop storylines in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities that explain how things work and why they might happen.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>

Reading	
Word Reading	Comprehension
<p>Read individual letters by saying the sounds for them. (based on words taught during phonics)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p>	<p>Re-read decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (Daily Reading)</p>

<p>Read simple phrases and sentences made up of words with known letters–sound correspondences and, where necessary, a few high frequency words.</p> <p>Retains autumn high frequency words and reads spring's high frequency words. (based on words taught during phonics)</p>	
<p>Phonics</p>	
<p>Phase Three Sounds - j/v/w/x/y/z/zz/qu/ch/sh/th/ng/ai/ee/oo/oa/oi/ar/or/ur/ow/er/ear/ure/air/igh Read words - no/go/l/the/to/he/she/we/me/be/was/my/you/they/her/all/ Write words - the/to</p>	

<p>Writing</p>	<p>Core Texts</p>
<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense</p> <p>Retains autumn high frequency words and writes spring's high frequency words. (based on words taught during phonics)</p> <p>Fine Motor Skills Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Hook Book: Where The Wild Things Are Lost and Found Room on the Broom The Troll The Easter Story</p>

Science					
Communication and Language			Vocabulary	Activities/Ideas	
Listening, Attention and Understanding		Speaking		Environment/climate vocab (snow, snowflake, melt, freeze, rain, sunshine, hot, shadow, shade etc) Spring season vocabulary (buds flowers daylight sunrise sunset) Location vocabulary (town, city, countryside, beach, road, building, park, canal, river) Animals and plant vocabulary relevant to their local environments.	Forest / farm / park visit
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"		Express a point of view Use a wider range of vocabulary.			
Composite	Skills	Knowledge			
I can describe the plants and animals in the local environment, and how they are impacted by the seasons.	<p>To understand the effect of changing seasons on the natural world around them</p> <p>To explore the natural world around them</p> <p>To describe what they see, hear and feel whilst outside</p> <p>To draw pictures of animals and plants that they see around them</p>	<p>I know a range of vocabulary for identifying and describing the things in my local environment.</p> <p>I know some of the animals and plants that are in my local environment, including parks, rivers and canals.</p> <p>I know the features of Spring (In Spring, the days become longer, temperatures rise, buds appear on some trees, plants start to flower (daffodils), and animals are more noticeable.)</p>			
History					
Communication and Language			Vocabulary	Activities/Ideas	
Listening, Attention and Understanding		Speaking		Past, before, I know, picture, photo, old, important, present, long ago,	-Chn to go around the school and take photos to create a photo collage
N/A		N/A			
Composite	Skills	Knowledge			

<p>Historical concepts To understand that some places are special to members of their community</p>	<p>Historical enquiry To use sources (images/videos/objects/architecture) to explore religious buildings</p>	<p>To know Why schools are a special place</p> <ul style="list-style-type: none"> - children come here to play and learn - families meet other families <p>To know what community means and why it can be a special place (definition of community; a group of people living in the same area and sharing common interests)</p> <ul style="list-style-type: none"> - to visit a local community centre/to do a bake sale for a community centre <p>To name local religious places of worship (church, mosque)</p> <ul style="list-style-type: none"> - visit to local mosque/church <p>To know why people visit these buildings</p>	<p>new, community, church, mosque</p>	<p>of their schools, add in chn's comments about why school is a special place for them</p> <ul style="list-style-type: none"> -visit a mosque -visit a church -visit a community centre -bake for a community centre
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Geography

Communication and Language			Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking	<p>season, nature, change, autumn, winter, spring, summer, blossom, growth, seeds, bulbs</p>	<p>Photos to record changes (especially in living things)</p>
<p>To learn new vocabulary. To listen to selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>		<p>To talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>		
Composite	Skills	Knowledge	<p>plant, tree, soil, garden, leaves, flower, insect, bee, worm, ant, ladybird, wind, sun, birdsong,</p> <p>different, same, change, now, then, natural, busy, quiet, weather</p>	<p>Building 3d maps/models for local environment, connected to trips, whilst using photos/online maps</p>
<p>To closely observe similarities, differences, patterns and change in their built and natural environment (including objects)</p>	<p>To talk about how and when their natural environment changes</p> <p>To explore the natural world around them. To describe what they see, hear and feel whilst outside. (How is this different in each season?)</p>	<p>To understand the effect of changing seasons on the natural world around them.</p> <p>To talk about features of their own immediate environment (school, home, playground)</p>		

	<p>To closely observe similarities, differences, patterns and change in their built and natural environment (including objects)</p> <p>To recall the seasons and explain how they are different</p> <p>To talk about how and when their natural environment changes</p> <p>To talk about places that are different to their own environment.</p>	<p>To know key places outside of their own environment (zoo, beach, fairground, forest, mountains)</p>		
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Art and Design				
Communication and Language			Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking		<p>Model, prop, puppet, toy, role play, theatre, performing, audience, observation, see look, line, shape, texture, colour, outline</p> <p>Key questions:</p> <p>What can you see?</p> <p>What will you make?</p> <p>What character?</p> <p>What do you need & where will you find it?</p> <p>What lines/patterns/colours can you see?</p> <p>What does it feel like to touch/what texture?</p>
<p>To understand how to listen carefully and why listening is important.</p> <p>To learn new vocabulary.</p>		<p>To use talk to help work out problems and organise thinking and activities that explain how things work and why they might happen.</p> <p>To articulate their ideas and thoughts in well-formed sentences.</p>		
Composites		Skills		<p>Puppet theatre</p> <p>Props for role play</p> <p>Observational drawing (eg toys)</p>
<p>To know how to work collaboratively</p> <p>To know how to use tools safely</p>		<p>Creating with Materials</p> <p>To create collaboratively by sharing ideas, resources and skills.</p> <p>To know how to use tools safely (scissors)</p>		
		Knowledge		
		<p>To know what they need & where to find it</p> <p>To know the steps to make an observational drawing</p>		


Design and Technology

Communication and Language		Vocabulary	Activities/Ideas
Listening, Attention and Understanding	Speaking	Model, prop, puppet, toy, role play, theatre, performing, audience, observation, see look, line, shape, texture, colour, outline, assemble, join, materials, tools, construct, build, structure, strong, tall, wide	Puppet theatre Props for role play Cooking
Understand how to listen carefully and why listening is important. Learn new vocabulary.	Use talk to help work out problems and organise thinking and activities that explain how things work and why they might happen. Articulate their ideas and thoughts in well-formed sentences.		
Composites	Skills	Knowledge	
To know how to work collaboratively To know how to use tools safely	Creating with Materials To create; collaboratively sharing ideas, resources and skills. To know how to use tools safely (scissors, cutlery)	To know what they need & where to find it To know different ways to join materials To know what I will make & what materials I will use	Key questions: What can you see? What will you make? What character? What do you need & where will you find it?

Computing			
Communication and Language		Vocabulary	Activities/Ideas
Listening, Attention and Understanding		instruction, steps, switch, on, off, button, result, start, stop And, because, then, so First, next, then, finally First, second, third and fourth Worried Choices Buttons, links, choose, sound, image, object, move, create, choice,	Getting chn to predict the outcome their action will have on a game
N/A			
Composite	Skills	Knowledge	
Playing and analysing computer games: To know and understand what computers can be used for (examples: doing work, searching for things, watching videos and playing games)	To be able to sequence and order events/ instructions. To use ICT hardware to interact with age appropriate computer software To navigate web pages and online games using buttons and hyperlinks. (Example - Understanding what play and pause does and icons on a game) To make technology work by pressing different features to achieve an intended outcome. (to make a sound, to move an object, to create an image) To select and use technology for different purposes.	To know who to ask for help if they are worried. To know the impact of good and bad choices. To understand what we use computers for. (examples - doing work, searching for things, watching videos and playing games).	Roleplaying stories - taking photos of different parts and chn order them Taking a familiar part of their routine and breaking it down. (example making a sandwich, getting ready for school) Roleplay scenarios - using books as a scenario. Give the chn two choices (a good one or bad one)

PSHE

<u>Communication and Language</u>		Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Please may I... ...have a turn ...go to the toilet ...have a drink Can you share with me please? I feel... Sad Happy Tired Worried Hungry Angry Stop, I don't like it. Are you ok? Do you need help? I can... I found it... but....	Questions How are you feeling? How do you think Is feeling? What are the rules? How can we make sure everyone has a turn? Could you help...
N/A			
Composites	Skills	Knowledge	
<p>Unit Composite: To set and achieve simple goals.</p> <p>To know how to keep myself safe and healthy.</p>	<p>Dreams and Goals To tell you about a time I didn't give up until I achieved my goal To set a goal and work towards it To use kind words to encourage people To say how I feel when I achieve a goal and know what it means to feel proud</p> <p>Development Matters To think about the perspectives of others. To manage their own needs.</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To express their feelings and consider the feelings of others.</p> <p>To Identify and moderate their own feelings socially and emotionally.</p>	<p>Dreams and Goals To understand that if I persevere I can tackle challenges To understand the link between what I learn now and the job I might like to do when I'm older</p> <p>Healthy Me To understand that I need to exercise to keep my body healthy To understand how moving and resting are good for my body To know which foods are healthy and not so healthy and can make healthy eating choices To know how to help myself go to sleep and understand why sleep is good for me To know how to wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet To know what a stranger is and how to stay safe if a stranger approaches me</p>	

R.E				
Composite	Skills	Knowledge	Vocabulary	Activities/Ideas
<p>Big Question: Where do we belong? (Strand: Living) Example answer: I belong in my family. I belong to Bygrove. You can belong to lots of different groups. You can belong to a Christian group, a Muslim group or Hindu Group too.</p>	<p>To retell the story of Jesus blessing the children, making connections with personal experiences. (pg. 6)</p> <p>To recognise and talk about groups to which they belong. (pg.8)</p> <p>To understand that some places are special to members of their community.</p>	<p>To begin to know some Christian beliefs about how people are special to God. (pg.4)</p> <p>To know how babies are welcomed into the Christian family. (pg.10).</p> <p>To know how babies are welcomed in the Muslim religion (pg. 12)</p> <p>To know how Hindu brothers and sisters show their love for each other at a festival. (pg. 14)</p>	<p>Christians, Jesus, Baptism, Religion, God, Cross, Christening, Shahadah, Allah, Aqiqah, Muslim, Hindu, Raksha Bandhan</p>	<p>Look at R.E. Scheme of work.</p> <p> F5_Where...</p>

Music				
Communication and Language			Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking	<p>sing, instrument, perform, audience, high, low, volume, bang, crash, noise, quiet, whisper, noisy, loud, shrill, squeaky, boom, shout, tap, voice, shake</p>	<p>Learn rhymes, poems and songs</p>
<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>		<p>To know many rhymes</p>		
Composites	Skills	Knowledge		
<p>To initiate new combinations of</p>	<p>Genre knowledge</p>	<p>To build a repertoire of songs</p>		

<p>movement and gesture to music in order to express and respond to feelings, ideas and experiences</p>	<p>To listen to music across a range of historical periods, genres, styles and traditions</p> <p>Singing To sing a range of well-known nursery rhymes and songs</p> <p>To perform songs and rhymes with others, and – when appropriate – try to move in time with music</p> <p>Listening & Appraising Listen attentively, move to and talk about music, expressing their feelings and response (eg. happy or sad)</p> <p>Playing Instruments To explore the sounds of instruments</p> <p>Singing Sing in a group or on their own, increasingly matching the pitch and following the melody</p>			
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P.E

<u>Communication and Language</u>		Vocabulary	Activities/Ideas
Listening, Attention and Understanding	Speaking		
To understand how to listen carefully and why listening is important. To learn new vocabulary.			
Composite	Skills	Knowledge	
To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Gross Motor Skills To revise and refine the fundamental movement skills I have already acquired: - rolling - crawling - walking -	agility, aiming, balance, batting, body-strength, catch,	

	<p>jumping - running - hopping - skipping - climbing To progress fundamental movements towards a more fluent style of moving, with developing control and grace. To be able to combine different movements with ease and fluency. To develop overall body-strength, balance, coordination and agility.</p> <p>Fine Motor Skills</p> <p>To develop my small motor skills so that I can use a range of equipment competently, safely and confidently.</p>		<p>coordination, crawl, hop, instructions, jump, kicking, movement, throw, kick, passing, pat, push, run, skip, throwing,</p>	
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Characteristics of Effective Learning		
Playing and Learning	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> Do things independently that they have been previously taught. Bring their own interests and fascinations into early years' settings. This helps them to develop their learning. 	<ul style="list-style-type: none"> Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. Keep on trying when things are difficult. 	<ul style="list-style-type: none"> Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. Make more links between those ideas.

Year Reception	Summary:		Trips/Visits/Events/Hooks: Seasonal trip to the park Farm trips Family picnics
Summer	Finally, the summer term is all about growing up and moving on; we look at how different creatures like minibeasts move & grow as well as exploring how plants grow and their life cycle. The highlight of the year is when we get the chicks/ducklings. We are able to watch them hatch and grow for two weeks before they return to the farm. It's an exciting term as we are really confident explorers at Forest School now and we are able to see the plants we planted in spring flower and bloom. We also start to get ready for when we move classes in September.		
Me Growing Up			
Book: Oliver's Vegetable The Gruffalo Come on Daisy Driver: Geography and Science	Outcomes: Lifecycle diaries Successfully grow a sunflower Our Time in Reception: Graduation Ceremony	Room: Backing: Light Green Flat: Yellow Crinkly: Dark Green Role play- farm shop/vets/farm	NPP: Minibeasts

Maths: Number			
Communication and Language		Vocabulary	Activities/Ideas
Listening, Attention and Understanding	Speaking	Numbers 1-20, group, more, less, the same, different, ten frame, part-part-whole, addition, subtraction, half, double	See White Rose document Number blocks https://www.bbc.co.uk/cbeebies/shows/numberblocks Representing numbers in non-standard ways eg. with stones outside
N/A	N/A		
Skills	Knowledge		

<p>To explore doubles to 20 To identify half of a group of objects To recognise numerals (0-20) To order numbers to 20 To write numbers to 20 (numeral) To recognise the number of objects in a small group without counting (subitise) To use quantities and objects to add two single digit numbers and to count on to find the answer To add two set of objects which are the same (e.g. apples and apples) then different (e.g. cars and trucks) To share objects equally To use quantities and objects to subtract two single digit numbers (count on or back) to find the answer</p>	<p>To know how to count to 20 (forwards & backwards) To count objects in a group to 20 To write numerals to 20 To know number bonds to 5, 6 & 10</p>		<p>Ordering/comparing quantities</p>
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Maths: Numerical Patterns

<u>Communication and Language</u>		Vocabulary	Activities/Ideas
Listening, Attention and Understanding	Speaking	tall, short, wide, narrow, heavy, light, thin, fat, full, nearly, empty, coins, pennies, pounds	See White Rose document Measuring activities in free flow Estimating games - which do you think will be heaviest/hold the most water? Cooking using 'full' cups of ingredients Shop role play area
N/A	N/A		
Skills	Knowledge		
<p>To compare height and length using non-standard descriptions of measure (tall, short, wide, narrow) To measure height and length using non-standard units of measure (how many blocks tall) To compare weight using non-standard descriptions of measure (heavy, light) To measure height and length using non-standard units of measure (balancing scales) To measure capacity using non-standard descriptions of measure (full, nearly full, nearly empty, empty) To compare capacity using non-standard units of measure (thinnest tube, fattest tube) To begin to use everyday language related to money</p>			

Early Learning Goals

Communication and Language	
Listening, Attention and Understanding	Speaking
<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Expressive Arts Being Imaginative and Expressive Develop storylines in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities that explain how things work and why they might happen.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>

Reading	
Word Reading	Comprehension
<p>Read individual letters by saying the sounds for them. (based on words taught during phonics)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p>	<p>Re-read decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (Daily Reading)</p>

<p>Read simple phrases and sentences made up of words with known letters–sound correspondences and, where necessary, a few high frequency words.</p> <p>Reads all 45 high frequency words.</p>	
<p>Phonics</p>	
<p>Sounds – review phase 3 Read words – said/are/</p>	

Writing	Core Texts
<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense</p> <p>Writes all 45 high frequency words.</p> <p>Writes 3 consecutive sentences using varied openers (I, The, It, A).</p> <p>Fine Motor Skills Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Hook Book: Oliver's Vegetables The Gruffalo Come on Daisy</p>

Early Learning Goals

Early Learning Goals

Listening, attention and understanding

1. 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

2. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Word Reading

3. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common high frequency words

Comprehension

4. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

Writing

5. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Fine Motor Skills

6. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Expressive Arts

Being Imaginative and Expressive

7. **Invent, adapt and recount narratives and stories with peers and their teacher.** Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Science				
Communication and Language		Vocabulary	Activities/Ideas	
Listening, Attention and Understanding		Summer season vocabulary (leaf, flower, bloom, seed, grow, plant) Environment/climate vocab (snow, snowflake, melt, freeze, rain, sunshine, hot, shadow, shade etc) Animal vocabulary (head, tail, wings, beak, leg)	Seasonal walk Bug hunt	
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"				Speaking Express a point of view Use a wider range of vocabulary.
Composites	Skills			Knowledge Identify the head, tail, wings, beak, legs (particular or unusual body parts) in the animals they are drawing. Learn the names of a variety of animals. I can understand and describe the seasons (Temperatures rise and fall with the seasons, there are differing levels of sunlight and rain, days are shorter or longer. Some plants lose their leaves in autumn/winter. Snow may fall, ice may appear in the winter.)
I can understand and describe the seasons I can name a range of animals and identify their body parts	To understand the effect of changing seasons on the natural world around them. To recognise some environments that are different to the one in which they live. To draw pictures of animals and plants that they see around them.			
History				
Communication and Language		Vocabulary	Activities/Ideas	
Listening, Attention and Understanding		Same, similar, different, before, past, a long time ago, now, old, new, later, future, timetable	Roleplay Area: A scene from Little Red Riding Hood -Recreate a class version of Little Red Riding Hood.	
N/A				Speaking ELG: <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences,

		including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		
Composite	Skills	Knowledge		
Historical Concepts To compare and contrast characters from stories, including figures from the past	Historical Concepts To compare and contrast characters from stories, including figures from the past. e.g. looking at the traditional vs modern tales <ul style="list-style-type: none"> - To say what is similar in both stories - To say what is different in both stories 	<ul style="list-style-type: none"> - To know the story of Little Red Riding Hood - To know the story of 'Pretty Salma' (African version of Little Red Riding Hood) ELG: <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • 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. 		
Geography				
Communication and Language			Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking	shop, market, library, flats, houses, canal, river, road, street, park, church, mosque season, nature, change,	Use children's experiences - e.g. holidays, or Bangladesh, to recognise and explain similarities and differences
To learn new vocabulary. To listen to selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To engage in non-fiction books.		To talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		

Composite	Skills	Knowledge		
<p>To make comparisons between natural and built environments (this builds on the foundation set in the autumn term)</p>	<p>To compare the features of two known environments (school/home/ park/ shops)</p> <p>To name and describe different places in the community</p> <p>To draw(take) information from a simple map.</p> <p>To describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps (ELG)</p> <p>To recognise some similarities and differences between life in this country and life in other countries.</p> <p>To recognise some environments that are different to the one in which they live</p> <p>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. (ELG)</p>	<p>To know that built and natural environments might vary from one another</p> <p>To understand the effect of changing seasons on the natural world around them.</p> <p>To 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. (ELG)</p> <p>To understand some important processes and changes in the natural world around them, including the seasons. (ELG)</p>	<p>autumn, winter, spring, summer, hot, sun, dry, sunshine,</p>	

Art and Design			
Communication and Language		Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking	
To understand how to listen carefully and why listening is important. To learn new vocabulary.		To use talk to help work out problems and organise thinking and activities that explain how things work and why they might happen. To articulate their ideas and thoughts in well-formed sentences.	
Composites	Skills	Knowledge	
To explore, use and refine a variety of artistic effects to express ideas and feelings To know how to use tools safely	To create collaboratively by sharing ideas, resources and skills. To explore, use and refine a variety of artistic effects to express their ideas and feelings. To talk about what I have made & how I made it To know how to use tools safely Fine motor skills ELG: <ul style="list-style-type: none"> To hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases To use a range of small tools, including scissors, paintbrushes and cutlery. To begin to show accuracy and care when drawing. Creating with materials ELG: <ul style="list-style-type: none"> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, 	To know what I need & where to find it To know that I can express my thoughts and feelings through art	
		Model, prop, puppet, toy, role play, theatre, performing, audience, observation, see look, line, shape, texture, colour, pattern, form, function, outline, design, audience, theatre, sculpture, arrange, collage, sculpture, print, fold, tear	Extending play by making props for a purpose Observational drawing Make 2D & 3D artwork using natural resources - Eg - Artist: Andy Goldsworthy
		Key questions: What can you see? What will you make? What character? What do you need & where will you find it? What lines/patterns/colours can you see? What does it feel like to touch/what texture?	

	<p>texture, form and function.</p> <ul style="list-style-type: none"> To share their creations, explaining the process they have used. To make use of props and materials when role playing characters in narratives and stories. 			
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Design and Technology					
Communication and Language			Vocabulary	Activities/Ideas	
Listening, Attention and Understanding		Speaking		Design, texture, form, function, product, design, technology Key questions: What do you want to play? What props could you make to use? How will you make it? What does it need to do? Who are you making it for? How could they use it?	Make 2D & 3D props making creative use of natural resources to use in play Cooking
	Understand how to listen carefully and why listening is important. Learn new vocabulary.	Use talk to help work out problems and organise thinking and activities that explain how things work and why they might happen. Articulate their ideas and thoughts in well-formed sentences.			
Composites	Skills	Knowledge			
To know the purpose/function of what I am making To know who I am making my product for	To create collaboratively by sharing ideas, resources and skills. To explore, use and refine a variety of artistic effects to express their ideas and feelings. To talk about what I have made & how I made it To know how to use tools safely Fine motor skills (link to physical development) ELG: <ul style="list-style-type: none"> To hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases To use a range of small tools, including scissors, paintbrushes and cutlery. 	To know what I need & where to find it To know the purpose/function of what I am making To know who I am making my product for			

	<ul style="list-style-type: none"> To begin to show accuracy and care when drawing. <p>Creating with materials</p> <p>ELG:</p> <ul style="list-style-type: none"> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To share their creations, explaining the process they have used. To make use of props and materials when role playing characters in narratives and stories. 			
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Computing					
<u>Communication and Language</u>			Vocabulary	Activities/Ideas	
Listening, Attention and Understanding		Speaking		This happened... because... then... Password Safety Touchpad Google Classroom Press.. Buttons.. click...	Using chromebooks to access game such as Phonics Play, watch videos - play and pause them Setting up chromebooks for chn to follow steps to login - using photos will help Roleplay scenarios - using books as a scenario. Give the chn two choices (a good one or
		ELG: To offer explanations about why things might happen (example if you press the button what do you think will happen)			
Composite	Skills	Knowledge			
ELG: To offer explanations about why things might happen (example if you press the button what do you think will happen)	To be able to use touchpad to complete age appropriate activities. (Examples - Completing games on interactive whiteboard - using purplemash, busythings etc). To be able to enter a simple password. (Example logging into chromebook)	To know the impact of good and bad choices.			

	To know how to access learning online. Example - Using google classroom to access links and learning.			bad one)
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PSHE

Communication and Language		Vocabulary	Activities/Ideas
Listening, Attention and Understanding			
ELG To give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.			
Speaking			
		Healthy/unhealthy Please may I... ...have a turn ...go to the toilet ...have a drink Can you share with me please? I feel... Sad Happy Worried Tired Hungry Angry Stop, I don't like it. Are you ok? Do you need help? I can... I found it... but....	Questions How are you feeling? How do you think Is feeling? What are the rules? How can we make sure everyone has a turn? Could you help...
Composites	Skills	Knowledge	
Unit Composite: To know how to build and maintain healthy relationships. To know and understand my body and it's changes ELG To work and play cooperatively and take turns with others. To form positive attachments to adults and friendships with peers. To show sensitivity to my own and to others' needs. To be confident to try new activities and show independence, resilience and perseverance in the face of challenge. To explain the reasons for rules, know right from wrong and try to behave accordingly. To manage my own basic hygiene	Relationships To identify some of the jobs I do in my family and how I feel like I belong To think of ways to solve problems and stay friends To use Calm Me time to manage my feelings Changing Me To name parts of the body To tell you some things I can do and foods I can eat to be healthy To express how I feel about moving to Year 1 Vocabulary Goals, kindness, encouragement, pride, perseverance, health, movement, choices, sleep, hygiene Development Matters To think about the perspectives of others. To show resilience and perseverance in the face of challenge To express my feelings and consider the feelings of others. To identify and moderate my own feelings socially and emotionally.	Relationships To know how to make friends to stop myself from feeling lonely to understand the impact of unkind words To know how to be a good friend Changing Me To understand that we all grow from babies to adults Development Matters ELG To show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly.	

<p>and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>To give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>				
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R.E

<u>Communication and Language</u>			Vocabulary	Activities
Listening, Attention and Understanding		Speaking	Christian, Jew, Muslim, Muhammed, Genesis 1, Bible, Torah, Holy, Creation, God, World, Community	Look at the R>E Scheme of work. F6_What_is_...
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. (ELG)		N/A		
Composite	Skills	Knowledge		
<p>Big Question: What is special about our world? (Strand Living).</p> <p>Example answer: The world is special because... (each child will draw on own experience and feelings and may give examples from the creation story or the stories of Muhammed.</p>	<p>To talk about things I find interesting, puzzling or wonderful in nature and also about my own experiences and feelings about the world. (pg. 4)</p> <p>To talk about why some people say the world is special and my own experiences and feelings of the world. (pg. 6)</p>	<p>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. (ELG)</p>		

	<p>To re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings. (pg.8)</p> <p>Express ideas about how to look after wildlife and what is said about God, the world and human beings in response to the stories of Muhammad and the Crying Camel and Muhammad and the Kittens. (pg.13-15)</p> <p>Talk about what people do to mess up the world and what they do to look after it. (pg.16)</p>			
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Music						
	Communication and Language			Vocabulary	Activities/Ideas	
	Listening, Attention and Understanding		Speaking		sing, instrument, perform, audience, high, low, volume, bang, crash, noise, quiet, whisper, noisy, loud, shrill, squeaky, boom, shout, tap, voice, shake	Learn rhyme poems and songs.
	To watch and talk about dance and performance art, expressing their feelings and responses Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.		To know many rhymes			
	Composites	Skills	Knowledge			
	Genre knowledge	Singing	To build a repertoire of songs			

	<p>To listen to music across a range of historical periods, genres, styles and traditions</p> <p>Singing To sing a range of well-known nursery rhymes and songs</p> <p>To perform songs and rhymes with others, and – when appropriate – try to move in time with music</p>	<p>ELG: To sing a range of well-known nursery rhymes and songs</p> <p>ELG: Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p> <p>To sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Playing Instruments To explore the sounds of instruments</p> <p>To represent their own ideas, thoughts and feelings through music</p> <p>Performing To join in with whole class singing with actions led by an adult in front of an audience</p> <p>To explore and engage in music making and dance, performing solo or in groups</p>			
	P.E				
<u>Composites</u>	<u>Communication and Language</u>			<u>Vocabulary</u>	<u>Activities/Ideas</u>
<p>To ride a balance bike To explore manipulating different objects (throwing/catching/kicking/controlling/moving/balancing) To explore different ways to move (travel, roll, climb, jump, balance)</p>	Listening, Attention and Understanding		Speaking		
	<p>To understand how to listen carefully and why listening is important. To learn new vocabulary. To know and talk about the different factors that support my overall health and wellbeing: - regular physical activity - healthy eating.</p>		N/A		
	Composite	Skills	Knowledge		climb, balance, hang, through, over, under
	ELG	Gross Motor Skills			

	<p>To be able to participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.</p> <p>To manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>To progress fundamental movements towards a more fluent style of moving, with developing control and grace.</p> <p>To develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Fine Motor Skills</p> <p>To develop my small motor skills so that they can use a range of equipment competently, safely and confidently.</p>			
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Characteristics of Effective Learning		
Playing and Learning	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> Plan and think ahead about how they will explore or play with objects. Respond to new experiences that you bring to their attention. Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to 	<ul style="list-style-type: none"> Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. Begin to predict sequences because they know routines. For example, 	<ul style="list-style-type: none"> Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same

<p>find the big horse next."</p>	<p>they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</p> <ul style="list-style-type: none">● Use a range of strategies to reach a goal they have set themselves.	<p>number of strawberries.</p> <ul style="list-style-type: none">● Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.
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