



TERM	AUTUMN TERM		SPRING TERM		SUMMER TERM	
TOPIC	My Wonderful World		Once Upon a Time		People Who Help Us	
TITLE/QUESTION	Wonderful Water Where I live/ All about me My environment		Traditional Tales N: Nursery Rhymes/Tell me a story		Celebrating the Police, Fire Service, Doctors & Nurses	
STUNNING STARTER	Water World! (Exploring states of matter)		Teddy Bears Picnic		Uniformed Public Services Day	
MARVELLOUS MIDDLE	Interactive 'my world' exhibition		Fabulous Fairytales Day		Police visit school	
FABULOUS FINISH	Trip to Centre for Life		Whitehouse Farm trip		Trip to the Fire Station	
POSSIBLE VISITS/ VISITORS/ TOPIC DAYS	Trip to Centre for Life? Ice Rink? Interactive exhibition House of Objects/Rising Sun (or equivalent) Polar Express Day Dot Day		Whitehouse Farm Fabulous Fairytales Day Teddy Bear's Picnic Theatre visit? (Goldilocks & The Three Bears)		Police visit to school Fire Brigade in school (Reception trip to the Fire Station) Nurse Visit to school Uniformed Public Services Day Lantern parade	
LITERACY	<u>Author in the spotlight</u> Ruth Galloway		<u>Author in the spotlight</u> Julia Donaldson		<u>Author in the spotlight</u> Allan Ahlberg	
TALK 4 WRITING BOOKS	The Rainbow Fish Lost & Found Non-Fiction		N: (transition) The Kissing Hand Goldilocks & The Three Bears The Three Little Pigs The Three Billy Goats Gruff Little Red Riding Hood		Non-Fiction	
PHONICS (SOUNDSWRITE)	N: Phonics preparation activities					
	<p>Literacy Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p>					
	<p>R: Initial Code Unit 1: a, i, m, s, t Unit 2: n, o, p Unit 3: b, c, g, h</p>	<p>R: Initial Code Unit 4: d, e, f, v Unit 5: k, l, r, u Unit 6: j, w, z</p>	<p>R: Initial Code Unit 7: x, y, ff, ll, ss, zz Unit 8: vcc &amp; cvcc words Unit 9: ccvc words</p>	<p>R: Initial Code Unit 10: ccvcc, cvccc, &amp; cccvc words Unit 11: sh, ch, th, ck, wh, ng, qu</p>	<p>R: Initial Code Unit 11: sh, ch, th, ck, wh, ng, qu Initial Code assessments</p>	<p>R: Initial Code Recap of Initial Code &amp; assessment of any gaps. Year 1 ready preparations.</p>
	<p>Literacy Early Learning Goals:</p> <p>- Read individual letters by saying the sounds for them - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them.</p>					

	<p>- Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>- Read words consistent with their phonic knowledge by sound-blending.</p> <p>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>- Read a few common exception words matched to the school's phonic programme.</p>								
<p><b>READING EXPECTATIONS</b></p>	<p style="text-align: center;"><b>N: Reading for pleasure</b>  <b>Exploration of Core Texts</b>  <b>Shared Reading of Author spotlight books</b>  <b>All children to take a reading for pleasure picture book home to share with an adult</b></p> <p><i>Literacy</i>  <i>Understand the five key concepts about print:</i>  - print has meaning  - print can have different purposes  - we read English text from left to right and from top to bottom  - the names of the different parts of a book  - page sequencing  - Engage in extended conversations about stories, learning new vocabulary</p> <table border="1" data-bbox="385 523 2206 863"> <tr> <td data-bbox="385 523 629 863"> <p><b>R: Some children (where appropriate) will access decodable books.</b></p> <p><b>All children to take a reading for pleasure picture book home to share with an adult</b></p> </td> <td data-bbox="629 523 947 863"> <p><b>R: The majority of children will be accessing the reading scheme using decodable books by Unit 3.</b></p> <p><b>For the children who cannot blend CVC words and VC words will be sent home.</b></p> </td> <td data-bbox="947 523 2206 863"> <p style="text-align: center;"><b>R: All children will be accessing the reading scheme.</b></p> <p style="text-align: center;"><b>Shared reading of Author spotlight books and Core Texts including story sack activities.</b></p> </td> </tr> </table> <p><i>Literacy</i>  <i>Early Learning Goals:</i>  - 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.</p> <p>- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>			<p><b>R: Some children (where appropriate) will access decodable books.</b></p> <p><b>All children to take a reading for pleasure picture book home to share with an adult</b></p>	<p><b>R: The majority of children will be accessing the reading scheme using decodable books by Unit 3.</b></p> <p><b>For the children who cannot blend CVC words and VC words will be sent home.</b></p>	<p style="text-align: center;"><b>R: All children will be accessing the reading scheme.</b></p> <p style="text-align: center;"><b>Shared reading of Author spotlight books and Core Texts including story sack activities.</b></p>			
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	<p><b>R: Name writing using a range of media &amp; tools</b>  <b>Writing simple phrases - Character Descriptions &amp; lists for Santa</b></p>	<p><b>setting descriptions.</b>  <b>Story recall and sequencing.</b></p>	<p><b>Uplevelling simple phrases to sentences</b></p>
<p><i>Literacy</i>  <i>Early Learning Goals:</i></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed.</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul> <ul style="list-style-type: none"> <li>- Form lower-case and capital letters correctly.</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>- Re-read what they have written to check that it makes sense.</li> </ul>			

<p><b>MATHS</b></p>	<p><b>N: Positional language</b>  <b>Number Recognition</b></p>	<p><b>N: Number rhymes to 3</b>  <b>Sequencing numbers</b>  <b>Using the language of size</b></p>	<p><b>N: Finding totals of 2</b>  <b>sets</b>  <b>Shape play</b></p>	<p><b>N: Exploring numicon and</b>  <b>number value</b></p>	<p><b>N: Finding one more</b>  <b>Adding sets together</b></p>	<p><b>N: Finding one less</b>  <b>Water play - capacity</b></p>
<p><i>Mathematics</i></p> <ul style="list-style-type: none"> <li>- Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>- Recite numbers past 5.</li> <li>- Say one number for each item in order: 1,2,3,4,5.</li> <li>- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>- Show 'finger numbers' up to 5.</li> <li>- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>- Experiment with their own symbols and marks as well as numerals.</li> <li>- Solve real world mathematical problems with numbers up to 5.</li> <li>- Compare quantities using language: 'more than', 'fewer than'.</li> <li>- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>- Understand position through words alone - for example, "The bag is under the table," - with no pointing.</li> <li>- Describe a familiar route.</li> <li>- Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>- Make comparisons between objects relating to size, length, weight and capacity</li> <li>- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>- Combine shapes to make new ones - an arch, a bigger triangle etc.</li> <li>- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>- Extend and create ABAB patterns - stick, leaf, stick, leaf.</li> <li>- Notice and correct an error in a repeating pattern.</li> <li>- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>						

<p>R: Number recognition (to 10) Number stories &amp; rhymes Counting sets &amp; recording numbers</p>	<p>R: Size ordering Shape Finding 1 more &amp; 1 less +/- number sentences</p>	<p>R: Shape patterns Counting on and back to find an answer Introducing doubling &amp; halving, and sharing.</p>	<p>R: Number sequences (finding missing numbers) Money problems (+/-)</p>	<p>R: Counting in 2, 5 and 10's Doubling, halving &amp; sharing practical number stories.</p>	<p>R: Capacity play Comparing measures Comparing quantities</p>
<p>Mathematics Early Learning Goals:</p> <p><u>Number -</u></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number.</li> <li>- Subitise (recognise quantities without counting) up to 5.</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><u>Numerical Patterns -</u></p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`.</li> </ul> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> <ul style="list-style-type: none"> <li>- Count objects, actions and sounds.</li> <li>- Subitise.</li> <li>- Link the number symbol (numeral) with its cardinal number value</li> <li>- Count beyond ten.</li> <li>- Compare numbers</li> <li>- Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>- Explore the composition of numbers to 10.</li> <li>- Automatically recall number bonds for numbers 0-10.</li> <li>- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>- Continue, copy and create repeating patterns.</li> <li>- Compare length, weight and capacity</li> </ul>					

<b>SCIENCE</b>	Freezing & melting Floating and sinking The water cycle	Seasonal Changes (Winter to Spring)) Colour experiments Materials & their properties	Planting Seasonal Changes (Signs of Summer) <b>N: Gardening forest school</b> My body/My senses
<p><i>Understanding the World</i></p> <ul style="list-style-type: none"> <li>- Use all their senses in hands-on exploration of natural materials.</li> <li>- Explore collections of materials with similar and/or different properties.</li> <li>- Talk about what they see, using a wide vocabulary</li> <li>- Plant seeds and care for growing plants.</li> <li>- Understand the key features of the life cycle of a plant and an animal.</li> <li>- Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>- Explore and talk about different forces they can feel.</li> <li>- Talk about the differences between materials and changes they notice</li> </ul> <p><i>Understanding the World</i></p> <p><i>Early Learning Goals</i></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>- 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.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul> <ul style="list-style-type: none"> <li>- Explore the natural world around them.</li> <li>- Describe what they see, hear and feel whilst outside.</li> <li>- Understand the effect of changing seasons on the natural world around them.</li> </ul>			
<b>COMPUTING</b>	Beebot story telling 2 simple self portraits 2 simple art: firework pictures/ Nativity scene selector	I-pad exploration I can write my name using a keyboard	Beebot maps
<p><i>Communication &amp; Language</i></p> <ul style="list-style-type: none"> <li>- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> </ul> <p>Use barefoot computing to access online learning resources (<a href="http://www.barefootcomputing.org/homelearning">www.barefootcomputing.org/homelearning</a>) Promote cross curricular learning experiences that use ICT as a platform.</p>			

<b>HISTORY</b>	My family tree Bonfire night Remembrance Day	Famous explorers	Florence Nightingale (Drs and Nurses then and now)
<p><i>Understanding the World</i></p> <ul style="list-style-type: none"> <li>- Talk about what they see, using a wide vocabulary.</li> <li>- Begin to make sense of their own life-story and family's history</li> <li>- Show interest in different occupations.</li> <li>- Continue to develop positive attitudes about the differences between people</li> </ul> <p><i>Understanding the World</i></p> <p><i>Early Learning Goals:</i></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community.</li> <li>- Name and describe people who are familiar to them.</li> <li>- Comment on images of familiar situations in the past.</li> <li>- Compare and contrast characters from stories, including figures from the past.</li> </ul>			
<b>GEOGRAPHY</b>	Where does water come from? (The water cycle) Frozen landscapes (exploring the Antarctic)	My local area (my house, my street)	Mapping my local area
<p><i>Understanding the World</i></p> <ul style="list-style-type: none"> <li>- Continue to develop positive attitudes about the differences between people.</li> <li>- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><i>Understanding the World</i></p> <p><i>Early Learning Goals</i></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- 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.</li> <li>- 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.</li> </ul> <ul style="list-style-type: none"> <li>- Recognise some similarities and differences between life in this country and life in other countries.</li> <li>- Recognise some environments that are different to the one in which they live.</li> </ul>			
<b>ART AND DESIGN</b>	Light & Dark Exploring different medias (charcoal & chalk) Shadow art Observational Autumn drawings	Colour mixing & colour play Kandinsky & Pierre Mondrian Exploration of lines and shapes Self portraits Winter art	landmark papier mache, an interactive exhibition. Seaside collages -using natural materials to create seaside landscapes
<p><i>Expressive Arts &amp; Design</i></p> <ul style="list-style-type: none"> <li>- Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>- Develop their own ideas and then decide which materials to use to express them.</li> <li>- Join different materials and explore different textures.</li> <li>- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>- Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>- Use drawing to represent ideas like movement or loud noises.</li> <li>- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</li> <li>- Explore colour and colour-mixing</li> </ul> <p><i>Expressive Arts &amp; Design</i></p>			

*Early Learning Goals*

- *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.*
  
- *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.*
- *Create collaboratively sharing ideas, resources and skills.*

DESIGN AND TECHNOLOGY	Chocolate sparklers Designing boats Making boats (junk modelling) Shoebox model of my street	Making Easter nests Traditional tales character stick puppets Making porridge Making gingerbread men	Lantern making Clay emergency vehicle models and scene scapes Summer found object collages
<p><i>Expressive Arts &amp; Design</i></p> <ul style="list-style-type: none"> <li>- Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>- Develop their own ideas and then decide which materials to use to express them.</li> <li>- Join different materials and explore different textures.</li> <li>- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> </ul> <p><i>Physical Development</i></p> <ul style="list-style-type: none"> <li>- Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>- Use a comfortable grip with good control when holding pens and pencils.</li> <li>- Make healthy choices about food, drink, activity and toothbrushing.</li> </ul> <p><i>Expressive Arts &amp; Design</i></p> <p><i>Early Learning Goals</i></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used.</li> </ul> <ul style="list-style-type: none"> <li>- Create collaboratively sharing ideas, resources and skills.</li> </ul> <p><i>Physical Development</i></p> <p><i>Early Learning Goals</i></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>- Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>			
RELIGIOUS EDUCATION	Myself/Family Belonging/Welcoming Loving/Birthdays	Community/Celebrating Relating/Gathering Giving/Growing	Good News Friends/Our World
PHYSICAL EDUCATION	Daily Dough Disco & Go Noodle sessions		
	<b>R: Dance Gymnastics</b>	<b>R: Ball Skills Team Games</b>	<b>R: Multi-skills Sports Day</b>
<p><i>Physical Development</i></p> <ul style="list-style-type: none"> <li>- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>- Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>- Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>- Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>- Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>- 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.</li> <li>- 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.</li> <li>- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul> <p><i>Physical Development</i></p> <p><i>Gross Motor Skills</i></p> <p><i>Early Learning Goals</i></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- Demonstrate strength, balance and coordination when playing.</li> </ul>			



Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- 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.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

**MUSIC**

**N: Nursery Rhymes**

Expressive Arts & Design

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

High & Low  
Bells  
Singing in rounds

Loud & Soft  
Keeping the beat  
Composing  
Expressing feelings through music

Fast & Slow  
Making and using rainmakers  
All about percussion

Expressive Arts & Design

Early Learning Goals

- 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.
- Explore and engage in music making and dance, performing solo or in groups.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Listen attentively, move to and talk about music, expressing their feelings and responses.

<p><b>PSHE / RSE</b></p>	<p><b>N: The Kissing Hand (Transition)</b>          Getting to know me          Light Celebrations around the world          Fire Safety          Anti-bulling Week</p>	<p>Internet Safety Week</p>	<p>Healthy Eating Week          All about recycling - being a planet caretaker</p>
<p><i>Personal, Emotional &amp; Social Development</i></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Develop their sense of responsibility and membership of a community.</li> <li>- Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>- Show more confidence in new social situations.</li> <li>- Play with one or more other children, extending and elaborating play ideas.</li> <li>- 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.</li> <li>- Increasingly follow rules, understanding why they are important.</li> <li>- Do not always need an adult to remind them of a rule.</li> <li>- Develop appropriate ways of being assertive.</li> <li>- Talk with others to solve conflicts.</li> <li>- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>- Begin to understand how others might be feeling.</li> </ul> <p><i>Personal, Emotional &amp; Social Development</i></p> <p><i>Early Learning Goals</i></p> <p><i>Self Regulation</i></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>- 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.</li> </ul> <p><i>Managing Self</i></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><i>Building Relationships</i></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others.</li> <li>- Form positive attachments to adults and friendships with peers.</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul> <ul style="list-style-type: none"> <li>- See themselves as a valuable individual.</li> <li>- Build constructive and respectful relationships.</li> <li>- Express their feelings and consider the feelings of others.</li> <li>- Show resilience and perseverance in the face of challenge.</li> <li>- Identify and moderate their own feelings socially and emotionally.</li> <li>- Think about the perspectives of others.</li> <li>- Manage their own needs.</li> </ul>			
<p><b>HOME LEARNING PROJECTS</b></p>	<p>All about me - me and my family collages</p> <p>Reading Bingo</p>	<p>How does your garden grow?          Growing and observing plants</p> <p>Design a fairytale home for a 'Once Upon a Time' character.</p>	<p>Make a model of my favourite emergency vehicle.</p>

