



Early Years Foundation Stage Policy

Mission Statement

'In Christ's kindness... We learn, we pray, we belong.

Statutory Framework for the Early Years Foundation Stage, Department for Education, March 2021

The EYFS is based on four overarching principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways and at different rates.**

Aims

At St. Bede's we aim to:

Make the transition from Nursery (pre-school) to Reception (full time education) as smooth as possible.

- Provide a secure and caring learning environment in which children are happy and eager to

learn.

- Provide a broad, balanced, and creative curriculum that will set in place firm foundations for future learning and development in Key Stages 1 and 2.
- Provide opportunities for children to learn through planned and purposeful play in all areas of their learning and development.
- Develop a close working partnership between home and school.
- Provide quality and consistency in teaching and learning so every child can achieve their full potential.
- Ensure that every child is included and supported through equality of opportunity and anti-discriminatory practice.

Starting School and Settling In

Starting Nursery will be, for many children, the first time they have been away from their parents or familiar adults for a substantial length of time. It is therefore important that the transition from home to school is made as comfortable as possible. During the term prior to starting Nursery, the Nursery holds a transition week for the children and their parents/carers to meet the staff, familiarise themselves with the building and experience some typical nursery activities. Parents will be given different times at which they can visit the setting with their child. This will also provide an opportunity for the Nursery teachers to have an informal chat with both the child/parents/carers. The Nursery Brochure is easily accessed on the school website and provides information on all aspects of attending Nursery at St. Bede's. Children with SEN will be assessed and, if necessary, special provision will be made or extra adult help provided to offer them equal access to the Nursery Curriculum. Parents/carers are made aware of the effect irregular attendance has on a child's ability to settle, and also of the effects of coming back to school after a long absence.

When joining Reception, the children make a preliminary visit during the previous term. Parents will have access to a presentation which will provide them with all the information needed about the start of their reception year. If the children attend our Nursery they have many opportunities to meet their new teachers in the second half of the summer term. Reception children attend full days from the beginning of the year.

In the first term of school parents/carers will be invited to a phonics and maths workshop. These workshops offer ideas on providing effective support at home as well as building strong bonds between school and home from the first instance.

Staffing and Organisation

The Early Years team are passionate about inspiring children from the very start of their journey at St Bede's. We provide a wide range of exciting opportunities and experiences, through a curriculum which encompasses the best of both the indoor and outdoor space. Our aim is to ignite their appetite for learning and provide them with the core characteristics required to become independent, confident, hardworking, and creative individuals.

We have one part time Nursery session, with a maximum intake of twenty-six children. We maintain an adult/pupil ratio of 1:13 within the Nursery. There is one Nursery teaching assistant working alongside the Nursery teacher throughout the day. Children visit the Forest School facility frequently throughout the year, where the same ratios will be applicable. The children have daily opportunities for structured and free flow play both in the classroom and in the outdoor area. This time is supported by an adult, who acts as a facilitator to children's learning. The staff liaise together in planning, preparation, and assessment.

We have one Reception Class, with a maximum intake of thirty children. We maintain an adult/pupil ratio of 1:15 within the Reception Year; there is a Teaching Assistant in the classroom throughout the school day. The children have daily opportunities for structured and free flow play both in the classroom and in the outdoor area. The Reception teacher liaises with their teaching assistant, regularly involving them in planning, preparation and assessment.

Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- **Communication and language** - children will be given lots of opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.
- **Physical development** - children will be provided with opportunities to be active and interactive; to develop their coordination, control, and movement. Children will be taught the importance of physical activity and to make healthy choices in relation to food.

- **Personal, social, and emotional development** - help children develop a positive sense of themselves and others; forming positive relationships and develop respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and have confidence in their own abilities.

Prime areas are strengthened and applied through 4 specific areas:

- **Literacy** - children will be taught to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials to ignite their interest.
- **Mathematics** - children will be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- **Understanding the world** - Children will make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.
- **Expressive arts and design** - Children will explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Planning

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The Foundation stage staff use an agreed format which includes details of curriculum provision, deployment of staff, learning intentions and targeted children. Annual and half termly plans ensure that children experience a broad and balanced curriculum which is appropriate for their age and development. Short term plans select activities and learning objectives from a medium-term themed plan to meet the needs and interests of the children. Plans are extended and differentiated accordingly. Short term weekly plans also have scope for 'spontaneous planning', based on learning needs and interests as they occur through the week.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Assessment

At St Bede's, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement and their interests. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with the Trust, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Working with Parents

We recognise that Parents/carers are the child's first and most enduring educators. When parents/carers and practitioners work together in the early years' setting, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge, and expertise. Curriculum letters are sent home periodically to keep parents informed of their child's current curriculum and learning needs. We operate an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner, and to view children's work. Individual next steps and progress is discussed with parents/carers at parents' meetings in Autumn and Spring terms. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Safeguarding and welfare procedures

We promote good health in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Positive mental and physical health.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

Equal Opportunities

As in all aspects of school life, the children will be always treated with the requirements of equal opportunities in mind. No pupil will be disadvantaged by reason of race, class, gender, or ability. This does not mean that all pupils will necessarily have an identical provision as, for example, those with Special Needs or English as an Additional Language may receive additional support or have separate programmes of work. However, all pupils will receive an educational provision which is equally suited to their needs. For specific reference to Special Educational Needs please see school policy.

Monitoring and Review

It is the responsibility of the EYFS practitioners to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher, EYFS Leader and Subject Leaders carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule. Internal half termly moderation meetings are held where Nursery and Reception teachers/TA's meet to look through Learning Journeys, maths, and literacy books, discussing progress and assessment in relation to the ELG's. Termly cross-school moderation meetings are attended by EYFS teachers.

The EYFS policy has been created by the EYFS Leader (Mr O Seymour) in consultation with his EYFS colleagues and Head Teacher (Mr J Anderson)

St Bede's Early Years Curriculum

Communication and Language					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Listening We listen for enjoyment (stories)</p> <p>We listen so we know what we are doing (instructions)</p> <p>We listen to learn new things (facts)</p> <p>We listen so that we can respond appropriately. (conversation)</p>	<p>Listening Listen for and ask meaning of new words.</p> <p>Listen to, and engage, in story time.</p> <p>Maintain eye contact and track the teacher to show listening.</p> <p>Listen carefully to a story as part of a small group and as part of the whole class.</p>	<p>Listening We listen to learn new things.'</p> <p>Show understanding of newly acquired vocabulary in play.</p> <p>Understand the relationship between speaking and listening.</p> <p>For us to say the right thing (respond appropriately) we need to listen carefully to what the person is saying.</p>	<p>Listening Understand we need to listen so that we can respond appropriately in serve and return conversations.</p> <p>Understand the importance of stay on topic</p> <p>For us to say the right thing (respond appropriately) we need to listen carefully to what the person is saying.</p>	<p>Listening Listening to longer stories without visuals.</p> <p>Be able to clap out syllables of longer words.</p> <p>Join in with retelling class versions of stories</p> <p>Continue to explore and use new vocabulary.</p>	<p>Listening Know we can listen attentively with sustained concentration, and this is expected.</p> <p>Shows attentive listening in a range of situations – good sitting, good looking.</p> <p>Shows understanding of tense –</p> <p>Shows understanding of newly introduced</p>

<p>Promote and model active listening - good sitting, good looking.</p> <p>Know vocabulary of classroom and school. - toilet. Stop. Tidy up</p> <p>Respond to musical sound for stoping.</p> <p>We need to look at each other when we talk so we can concentrate on what is being said.</p> <p>Speaking Asking for things. Can I go to the toilet?.</p> <p>Join in with social phrases- responding to adults saying hello/ good morning and God bless you. Please. Thank you</p> <p>Answering simple 'how are you' questions.</p> <p>Begin to join in with familiar one-to-one and</p>	<p>Show you have been listening by joining in with repeated refrains,</p> <p><i>Understand simple step instructions.</i></p> <p>Speaking Begin to use new vocabulary around the classroom</p> <p>Explain why listening is important</p> <p>Give news at carpet time about things happening in their lives.</p> <p>Talk about some books they have enjoyed</p> <p>Recap on Elmer and Goldilocks- What happened in this story?</p> <p>What do you do to celebrate Halloween, bonfire night?</p> <p>Talk about the sounds of fireworks, bang, pop, wee, extend vocabulary</p>	<p>Understand 2 step instructions.</p> <p>Speaking Retell stories in play.</p> <p>Use puppets to retell short stories. Introduce good and bad characters</p> <p>Be able to talk about someone or something that is different to themselves.</p> <p>Using future and past tense correctly. Re modelling children's sentences if they make a mistake</p> <p>Answer 'why' questions within a small group or whole class situation <i>Why do you think we have different seasons?</i> <i>Why do you think this</i></p>	<p>Are we talking about the same thing as the other person in the conversation?</p> <p>Understand 2 step instructions.</p> <p>Speaking BE able to retell longer stories as a class and in small groups</p> <p>Use and to extend sentences to longer than six words.</p> <p>Answer 'how' questions within a small group or whole class situation</p> <p>How do plants grow? How does a seed become a tree? How do we become an adult?</p> <p>Questions based on knowledge from topic (see general themes)</p> <p>Vocabulary of plants, seeds, chicks, human</p>	<p>Listen to others to keep play going with responses.</p> <p>Speaking Give a point of view</p> <p>Explains their point of view when disagreeing.</p> <p>Use newly introduced vocabulary both in small groups and whole class.</p> <p>Giving increasing detail in answers to questions.</p> <p>Express feelings more maturely and points of view.</p> <p>Perform a variety of songs and rhyme.</p> <p>Vocabulary of Pentecost, Fairy tale characters, adjectives, adventures, maps, Summer, Role Play - castle</p>	<p>vocabulary by using to explain ideas.</p> <p>Speaking Hold conversations with both adults and peers on a range of topics familiar to them.</p> <p>Speaks in well-formed sentences.</p> <p>Confidently ask questions of others.</p> <p>Vocabulary of journeys, Africa, Holidays, different cultures, change.</p> <p>Extending sentences with because and or</p> <p>Recap- past and future tenses</p> <p>Transition- talk about our feeling of anxiety</p>
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<p>small group conversations.</p> <p>Children can answer questions about themselves and their families. What do you like? Who is this?</p> <p>Vocabulary of school, homes, family, bodies, feelings.</p> <p>Role Play Home Corner, What ever you want- Changing to three bears cottage</p> <p>Key Nursery Rhymes</p>	<p>with loud and recap on colours</p> <p>Nativity Performance</p> <p>Vocabulary of Autumn, trees, Diwali, Halloween, Bonfire Night, Advent, Christmas</p> <p>Role Play- Nativity Stable</p> <p>Key Nursery Rhymes</p>	<p><i>happens?</i> <i>Why do you do that?</i></p> <p>Vocabulary of seasons, weather, Winter, Spring, Summer, Recap festival vocabulary with Chinese New Year, Lent, Pancake Day.</p> <p>Role play- frozen/winter theme</p> <p>Key Nursery Rhymes</p>	<p>life cycles, growing, Lent, Easter</p> <p>Role Play – vets</p> <p>Key Nursery Rhymes</p>	<p>Key Nursery Rhymes</p>	<p>and worry about moving on</p> <p>Key Nursery Rhymes</p>
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Personal, Social and Emotional Development					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Building and Maintaining Relationships</p> <p>Separating from parents and building relationships with familiar adults.</p> <p>Learning classroom routines, where to put my coat water bottle and self-registration. Where my spot on the carpet is.</p> <p>Learning the names of their new friends</p> <p>I know I will see my adult again at the end of the day.</p> <p>Learn to ask for help when they need support.</p>	<p>Building and Maintaining Relationships</p> <p>Playing alongside and with other children.</p> <p>Asking to join play.</p> <p>Welcoming others into your play.</p> <p>Developing the ability to take turns.</p> <p>Highlight importance of everyone given a fair chance.</p> <p>(Use of timers as a visual representation of each person's allowance).</p> <p>Taking turns gives everyone a fair opportunity.</p> <p>Learn to use words to show feeling hurt or upset saying Stop I</p>	<p>Building and Maintaining Relationships</p> <p>What does it mean to be a friend?</p> <p>A friend is someone who helps and supports.</p> <p>Understanding that there may be people who you enjoy doing different things with and that is fine.</p> <p>I can have lots of different friends.</p> <p>Develop understanding of turn taking and sharing – how do we make people feel when we share things? How does it make us feel?</p> <p>Learn that exercise is healthy, increases our heart rate.</p>	<p>Building and Maintaining Relationships</p> <p>What to do when we fall out with our friends?</p> <p>Knowing how to tell our friends when what they are doing is upsetting us.</p> <p>Knowing signs of when someone may not be happy.</p> <p>Knowing how to ask our friends if they need any help.</p> <p>Knowing how to support our friends.</p> <p>Talking about relationships outside of school – siblings, cousins, other friends.</p> <p>What can you learn from these relationships?</p>	<p>Building and Maintaining Relationships</p> <p>Developing a sense of belonging – this is where I am from. This is where I belong. This is my community. - school ethos.</p> <p>Knowing that the feelings and views of others are important.</p> <p>Learn to negotiate and solve problems without aggression.</p> <p>Reflect on own actions and choices.</p> <p>Developing Confidence and Resilience</p> <p>Focus with the children on independent learning.</p>	<p>Building and Maintaining Relationships</p> <p>Talk about any worries we have and what we can do to help each other feel better about things.</p> <p>How can we support our friends as we move to reception</p> <p>Develop sense of responsibility by being chosen for special tasks or jobs.</p> <p>Developing Confidence and Resilience</p> <p>Consider all the changes that happen in our lives.</p> <p>Prepare for transition to Reception</p> <p>Reflection on how far we have come. What's</p>

<p>Learn importance of hand washing before food and after toilet.</p> <p>Developing Confidence and Resilience</p> <p>Settling to the routines and expectations of the classroom – Registration snack time, lunch Rules of our areas etc.</p> <p>Spending time playing alongside others in the areas, developing confidence with resources and class environment.</p> <p>Adults modelling positive play.</p> <p>Developing confidence in choosing own experiences and learning.</p> <p>Selecting resources independently.</p>	<p>don't like that if child upsetting them.</p> <p>Learn to talk about changes they feel when well and unwell.</p> <p>Developing Confidence and Resilience</p> <p>Modelling sharing and how to share. Please can I have a turn? Can I play too?</p> <p>Restorative practise- How do you feel? How do they feel? Can we find a solution?</p> <p>Become more familiar with class and school rules. Begin to understand why these rules are important.</p> <p>Rules are important in class so that we can all enjoy learning and playing together.</p> <p>Many of the rules we have keep us all safe.</p>	<p>Developing Confidence and Resilience</p> <p>Developing an understanding of school rules. Understanding of the need for rules to keep everyone safe – consequences of actions.</p> <p>We need rules and laws to keep everyone safe. There are people we can ask for help when we need it.</p> <p>Promoting intrinsic motivation - encourage children to complete tasks to the best of their ability for them, not to please an adult. Make links between completing tasks and the positive feelings it creates.</p> <p>I feel so good when I have achieved something that I wanted to achieve.</p>	<p>Developing Confidence and Resilience</p> <p>Learn to persevere when tasks become difficult.</p> <p>Encourage children to challenge themselves and to keep trying. - End of day what did you do today to challenge yourself. Every day-adventure states.</p> <p>Model how to respond positively to feedback in order to improve.</p> <p>Sometimes, my first attempt is not my best.</p> <p>Identify what they can do themselves to improve.</p> <p>If I keep trying, I will always get better.</p> <p>Resolving conflicts independently</p>	<p>How do they use the different areas of the indoor and outdoor environment?</p> <p>What are your favourite areas? Why? Are there any areas you don't use so much? Why?</p> <p>Continue to build confidence to speak with others about interests, opinions, ideas and reads.</p> <p>Circle time, review time- have we challenged ourselves today- what am I proud of today?</p> <p>Managing Emotions</p> <p>Know that people show their emotions in different ways e.g., crying with happiness.</p>	<p>been the best bit of Nursery? What's been your favourite story/activity?</p> <p>What skills and talents have we got</p> <p>Describe self in positive but realistic terms. Discuss abilities – what I can do</p> <p>Learn to set own goals - how to improve their work.</p> <p>Managing Emotions</p> <p>Respect and care for our world.</p> <p>Why is it important to help?</p> <p>Why is it important to look after our world?</p> <p>Knowing it is ok to challenge others, but we must always be kind.</p>
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<p>Managing Emotions</p> <p>Coming to an adult for support.</p> <p>Learn to distract themselves if upset.</p> <p>Introduce and encourage talking about how we are feeling and what we can do to help ourselves and each other.</p> <p>Learn to tolerate delay.</p> <p>Knowing we respect our resources and tidy up.</p> <p>IF any children who can not settle look at bespoke settling in timetable for individual children</p>	<p>Encourage independence children to dress appropriately for the Winter weather. Can they put on their own hat, scarf, gloves? Can they zip up their coats to keep warm?</p> <p>Develop sense of responsibility looking after classroom.</p> <p>To understand that they may need to attempt a task several times before they can achieve / complete it.</p> <p>Managing Emotions</p> <p>Remembrance Day activities – Thinking about others and how they must have felt. People who suffered to help others.</p> <p>Consider the feelings of others. Learn to recognise that behaviour may affect</p>	<p>Managing Emotions</p> <p>Learn to link events in books to real life feelings.</p> <p>Working with the children on ways to self-comfort and not seek immediate adult interaction.</p> <p>Link to previous work on feelings and being patient</p> <p>If I have hurt myself, it is important that I tell an adult so they can check I'm alright.</p> <p>If someone is involved with someone else, it is sometimes best to wait until they are finished and not interrupt.</p> <p>Sometimes, I can help myself. Knowing the boundaries set.</p>	<p>following adult modelling. Solving problems without aggression.</p> <p>Doing up zips.</p> <p>Managing Emotions</p> <p>Know how to calm self. Continue to explore own and others emotion.</p> <p>Focus on how we have developed from babies and toddlers. What can we do now that we couldn't do?</p> <p>When we were a baby, we needed help with everything.</p> <p>As a toddler, we began to walk, talk and feed ourselves.</p> <p>As a child, we start school and make lots of friends.</p>	<p>Continue to develop self-control and calming techniques.</p> <p>Knowing the importance of maintain good learning behaviour.</p> <p>Show awareness of how we can help others to behave well.</p> <p>Be able to articulate meaning of school rule - show respect and give examples.</p> <p>Ten Ten PSRE</p> <p>People Who Help Us</p> <p>God is Love</p>	<p>Solve problems and find solutions to conflicts and rivalries.</p> <p>Understand consequences of own behaviour and articulate.</p> <p>Ten Ten PSRE</p> <p>Loving God, Loving others</p> <p>Me, You, Us</p> <p>Texts The Rainbow Fish Oi Get Off Our Train</p>
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	<p>others especially when we are angry.</p> <p>Showing patience and waiting. Advent – Waiting /Time to prepare, get ready. It is important to be patient. We don't always get what we want immediately.</p> <p><u>Ten Ten PSRE</u></p> <p>Handmade with Love</p> <p>Me, My Body, My Health</p> <p>I am me.</p> <p>Heads shoulders knees and toes</p> <p>Texts I Like Myself What are Feelings? How Are you feeling Today?</p> <p>Ready Teddy?</p>	<p><u>Ten Ten PSRE</u></p> <p>Growing Up</p> <p>Role Model</p> <p>Who's Who?</p> <p>You've Got a Friend in Me</p> <p>Texts Hello Friend Friends A Handful of Buttons</p>	<p>As a teenager, we start to think about work and how to look after ourselves.</p> <p>As an adult, we begin to make our own decisions, have our own house/family/job.</p> <p>How can we tell someone what we want and how we are feeling now?</p> <p>When we were a baby, we cried to tell people we were unhappy. We couldn't say exactly what was wrong.</p> <p>Articulating now we can speak; we can explain exactly how we are feeling and what is wrong.</p> <p>Increasing following rules without reminders.</p> <p><u>Ten Ten PSRE</u></p> <p>Forever Friends</p>		
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	<p>I Like, You Like, We All Like!</p> <p>All the Feelings!</p> <p>Let's Get Real</p> <p>Texts Ravi's Roar Ruby's Worry Sometimes I Feel Sad</p>		<p>Safe Inside and Out</p> <p>My Body, My Rules Feeling Poorly</p> <p>Texts Pantasaurus At the Dentist What Do You Want to Be?</p>		
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Physical development- Real PE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Gross Motor Exploration of outdoor equipment – trikes, balance bikes, scooters, road sledges, climbing wall.</p> <p>Learns to walk then uses feet to scoot a balance bike.</p> <p>Exploration of body movements – walking, jogging, sprinting, jumping, hopping, skipping, crawling</p> <p>Moving at different speeds and directions</p> <p>Stopping on a signal</p> <p>Standing still</p> <p>Negotiating space and moving around safely</p> <p>Exploration of small equipment – large and small balls, bean bags, quoites, hoops</p>	<p>Gross Motor Continue to move in different ways inside and out balancing.</p> <p>Maintains balance on balance bike and manoeuvres around corners.</p> <p>Introduction to managing risk – climbing frame, travelling at different heights, jumping off and landing appropriately.</p> <p>Throwing bean bags at a target – stance and arm swing to throw under-arm.</p> <p>Continue to work on core muscle strength.</p> <p>Describe how body feels when still and when exercising.</p>	<p>Gross Motor Stops balance bike effectively. Leaves sensible distance behind other riders.</p> <p>Throwing balls underhand</p> <p>Catching large ball between extended arms</p> <p>rolling and kicking large ball with one foot</p> <p>Throwing and kicking at a target</p> <p>Aiming at targets of different shapes and sizes</p> <p>Self-help – put on and take off jumper.</p> <p>Daily Flags gross motor movement session</p> <p>Fine Motor</p>	<p>Gross Motor Controlling a moving ball using hands and feet</p> <p>Parts of foot to best strike ball</p> <p>Catching large balls by bringing hands in towards chest</p> <p>Creating obstacle courses</p> <p>Use of various balance beams with increasing control</p> <p>In dance, join in a range of different movements changing g speed and style.</p> <p>Movement in dance to cultural music</p> <p>Creating a short movement phrase</p>	<p>Gross Motor Introduce games with rules and teams.</p> <p>The importance of rules to help everyone play fairly, e.g., Tag.</p> <p>Travelling – focus on changing direction.</p> <p>Moving around, under, over and through different objects and equipment</p> <p>In dance – create movement phrase which demonstrates their own ideas.</p> <p>Self – help - remember to take sun hat outside. Seek shade and sitting down to cool off.</p> <p>Fine Motor</p>	<p>Gross Motor Team games – Tag, football, dodgeball</p> <p>Creating own obstacle courses ensuring a range of surfaces and heights, heavy lifting.</p> <p>In dance - control bodies when performing a sequence of movements</p> <p>Travel confidently with control in a range of ways – skip, hop, sidestep, changing direction.</p> <p>Sports day activities – running races, egg and soon, sack race, relay races.</p> <p>Self-help – remembering to drink water regularly in warmer weather.</p>

<p>Daily waving Action songs</p> <p>Self-help – wash and dry hands, put on and take off coat.</p> <p>Fine Motor</p> <p>Develop muscles and pincer grip using tweezers, pegs, pipettes, sprinkling between thumb and 2 fingers, threading, lacing, placing, screwing, stretching elastic bands.</p> <p>Mark making – lines, circles, zig zags, left to right directionality.</p> <p>Establishing handedness</p> <p>Drawing and painting inside and out – pencils, markers, felt pens, chalk, crayons, paint brushes, finger paint.</p>	<p>Self-help – put on and take off shoes and socks.</p> <p>With help put on a pair of wellies and an overall.</p> <p>Daily dance</p> <p>Fine Motor</p> <p>Increasingly difficult fine motor challenges – e.g., tiny bead threading, smaller tweezers</p> <p>Focus on importance of directionality and retracing of vertical lines.</p> <p>Explore dough and dough tools.</p> <p>Refine comfortable tripod grip.</p> <p>Scissor grip – wavy lines</p>	<p>Daily tracing and letter formation practice</p> <p>Introduction to tall letters, short letters and monkey tails</p> <p>Introduction to clay – kneading, rolling, shaping and using a range of tools to model.</p> <p>Developing woodwork skills – hitting a nail with a hammer, two hands on the saw, etc.</p> <p>Learning how to hold a knife and fork – practicing in dough.</p> <p>Importance of exercise in maintaining health</p> <p>Staying safe online</p> <p>Scissors – cutting within a quarter of an inch of a line.</p>	<p>Self -help – put on wellies and overalls independently.</p> <p>Fine Motor</p> <p>Handwriting circles and zigzags</p> <p>Scissor skills – cutting out circle shapes within a half an inch and then a quarter of an inch of the line.</p> <p>Cutting fruit and vegetables using one hand to steady the food.</p> <p>Spreading butter and jam using a knife</p> <p>Remember importance of healthy food choices and good water intake</p> <p>Learning to do up own zipper independently.</p>	<p>Working on tracing names</p> <p>Continue to develop control – ensuring anti-clockwise movements and retracing vertical lines.</p> <p>Scissors -cuts out squares accurately.</p> <p>Talking about healthy food and drink</p> <p>Weaving focus – large scale outside and individual frames</p>	<p>Fine Motor</p> <p>Correct formation of letters in your name</p> <p>Appropriate letter sizing for differing line widths</p> <p>Scissor skills – cutting around and out complex shapes.</p> <p>Weaving focus – large scale outside and individual frames</p>
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<p>Introduction to Dough Disco manipulatives</p> <p>Scissor grip – smiling thumbs looking up.</p> <p>Snips and straight lines</p>		<p>Using a knife to cut soft food correctly using one hand</p> <p>Learning to do up own zipper independently.</p>			
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Literacy					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Develop love of books and stories. Poems. Learn to handle books with care.</p> <p>Part of a book- title</p> <p>Joining in with shared books, repeated refrains.</p> <p>Developing L-R Directionality</p> <p>Develop awareness of print in environment.</p> <p>Retelling familiar stories. Mark making and play writing in areas.</p> <p>Retell using puppets.</p> <p>Handwriting See gross motor movements</p>	<p>Continue to develop love of books, stories and poems.</p> <p>Differentiate fiction + non-fiction.</p> <p>Parts of a book- blurb, illustrator, s</p> <p>Suggest how stories might end.</p> <p>Identify rhyming words and continue rhyming strings.</p> <p>Mark making more purposefully- conveying a message.</p> <p>Spot rhymes</p> <p>.</p> <p>..</p> <p>Handwriting Tracing vertical and horizontal lines</p> <p>Phonics</p>	<p>Shared reading of texts teachr discuss texts in more detail in small groups</p> <p>What di you like? What didn't you like? How did the story make you feel? Why?</p> <p>Express preferences about books.</p> <p>Parts of a book- nonfiction focus</p> <p>Sequencing + retelling</p> <p>Learn stories off by heart and retell orally.</p> <p>Rtecognise words with the same initial sonund.</p> <p>Handwriting Circles and Zigzags</p> <p>Phonics</p> <p>Spring 1 Texts I Love Chinese New Year</p>	<p>Continue to share texts for pleasure.</p> <p>Comprehension questions.</p> <p>Why was the troll mean? What word tells us the catterpillar was bigger?</p> <p>Further explore non-fiction.</p> <p>Parts of a book- glossary</p> <p>Shared reading of non-fiction sentences.</p> <p>Life Cycle - sequencing and attempting to add labels to life cycles. E for egg. Orally segmenting key words</p> <p>Handwriting Tracing names</p> <p>Phonics</p> <p>Spring 2 Texts The Tiny Seed The Billy Goats Gruff Jaspers Beanstalk</p>	<p>Continue to give opinions, preferences and experiences of good quality reading texts.</p> <p>Answer question about books they have just read.</p> <p>Examine non-fiction texts</p> <p>Revise rhyming couplets and strings.</p> <p>Orally segment cvc words focusing on initial sounds, then final sound and then medial sounds.</p> <p>Handwriting Tracing names and practising phonemes s,a,t,p</p> <p>Phonics</p> <p>Summer 1 Texts Jack & The Beanstalk Whatever next</p>	<p>.Retelling stories using puppets and small world figures.</p> <p>Further opportunities to use language features of narrative writing based on familiar texts.</p> <p>Exploring writing purposes – postcards, tickets, invitations.</p> <p>Write some letter accurately in labelling activities and writing CVC words.</p> <p>Handwriting Copying names correctly</p> <p>Phonics</p> <p>Summer 2 Texts Handa's Surprise Mr Grumpy Outing The Train Ride Oi Get off my Train.</p>

<p>Phonics</p> <p>Autumn 1 Texts</p> <p>Goldilocks and the three bears The smartest giant in town. Elmer</p>	<p>Autumn 2 Texts</p> <p>Funny Bones Rama and Sita My First Christmas The Nativity Room on Broom Stick Man Little Red Hen</p>	<p>Lost and Found The Three Little Pigs</p>	<p>The Very Hungry Caterpillar Super Worm The Bad-Tempered Ladybird</p>	<p>Zog Going on a Bear hunt</p>	<p>Rainbow Fish</p>
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Essential Letter and Sounds Phonics

See Reading and Phonics Curriculum Overview

Maths- White Rose Maths

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Getting to Know You Opportunities for settling in, introducing the areas of provision and getting to know the children. Class routines. Where do things belong? Positional language. Just Like Me!</p> <p>Match – Provide opportunities for the children to find and match objects that are the same. Can you find one exactly like mine? How do you know it is not the same? Can you find one different to mine? Why is this one not like mine?</p> <p>Sort – Children learn that collections of objects can be sorted into sets based on attributes such as colour, size or shape.</p> <p>Compare Amounts - Once the children can confidently sort collections into sets,</p>	<p>It's Me 1, 2, 3!</p> <p>Representing 1 2 3 – Children identify representations of 1, 2 and 3.</p> <p>Comparing 1 2 3 – Children begin to understand that as we count, each number is one more than the number before.</p> <p>Composition of 1 2 3 – Introduce children to the idea that all numbers are made up of smaller numbers.</p> <p>Circles and Triangles – Children learn that circles have one curved side and triangles have 3 straight sides.</p> <p>Spatial Awareness – Children hear and begin to use positional language.</p>	<p>Alive in 5!</p> <p>Introducing Zero – The children will already have some practical understanding of 'nothing'. They learn the number name zero and numeral 0.</p> <p>Comparing Numbers to 5 - When comparing numbers, one quantity can be more than, the same as or fewer than another.</p> <p>Composition of 4 and 5- Children will continue to develop the understanding that all numbers are made up of smaller numbers.</p> <p>Compare Mass (2) – Children compare objects using the language heavier and lighter than.</p> <p>Compare Capacity (2) –</p>	<p>Building 9 and 10</p> <p>9 and 10 – Children continue to apply the counting principle when counting to 9 and 10.</p> <p>Comparing numbers to 10 – Children continue to make comparisons by lining items up with 1-1 correspondence to compare them.</p> <p>.</p> <p>3-D Shape – Children should be given opportunities to build using a variety of shapes and to construct their own 3-D shapes.</p> <p>Pattern (2) – Building the children's earlier AB pattern work by introducing more complex patterns.</p> <p>Consolidation</p>		

<p>they learn that these sets can be compared and ordered.</p> <p>Compare Size, Mass and Capacity – The children learn that objects can be compared and ordered according to their size.</p> <p>Make Simple Patterns – Children copy, continue and create their own simple repeating patterns.</p> <p>Vocabulary Number, sort, match, set, more, less, same, different, amount, repeating, tall, short, wide, long, full, empty. Count, How many Number Birthday Date Days of week Months of year seasons</p>	<p>Light and Dark Four – Children count on and back to 4.</p> <p>Five – Children continue to subitise up to 5 items and to count forwards and backwards.</p> <p>One More One Less- Children continue to count, subitise and compare as they explore one more and one less.</p> <p>Shapes with 4 sides – Children learn that squares and rectangles have 4 straight sides and 4 corners.</p> <p>Night and Day – Children talk about night and day and order key events in their daily routine.</p>	<p>Children build on understanding to show half full nearly full and nearly empty.</p> <p>Growing 6, 7, 8! 6, 7 and 8 – Children continue to apply counting principles.</p> <p>Making Pairs – Children understand that a pair is two.</p> <p>Combining 2 groups – Children begin to combine 2 groups to find the total.</p> <p>Length and Height – Children begin to use language to describe length and height.</p> <p>Time – Children continue to order using language such as now, before and later.</p> <p>Vocabulary Zero, fewer than, more than, same, equal, Bigger, smaller, heavier, lighter, longer, shorter</p>	<p>Vocabulary</p> <p>Order, bonds, make. Cylinder, cube, cuboid, cone sphere, pyramid Repeat, pattern, colours, shapes Compare, bigger, smaller, more, less, same Morning, night, today, tomorrow, yesterday</p>		
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	<p>Vocabulary Circle, triangle, rectangle, square, shape, sides How many, count On, in, under, next to, Subitise -fast eyes, one more, one less Day, night, morning, afternoon</p>	<p>Full, empty, half full, half empty, nearly full, nearly empty Pair, total, altogether Now, later, next, before, after, soon</p>			
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		Match, sort and compare FREE TRIAL VIEW	Talk about measure and patterns VIEW	It's me 1, 2, 3 VIEW		Circles and triangles VIEW	1, 2, 3, 4, 5 VIEW		Shapes with 4 sides VIEW		
Spring term	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW	Building 9 and 10 VIEW		Explore 3-D shapes VIEW					
Summer term	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW	Visualise, build and map VIEW		Make connections VIEW	Consolidation				

Understanding the world					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Past and Present</p> <p>Talk about past family events using my world books.</p> <p>People, culture and communities</p> <p>Know who they live with</p> <p>People familiar to us – family members and relatives, family photos, retelling family stories, drawing and representing.</p> <p>Similarities and differences in families</p> <p>Small World Play – doll’s house, Woodland animals in the wood</p>	<p>Past and Present</p> <p>Familiar celebrations – Halloween, bonfire night, Christmas.</p> <p>Use family photos to discuss memories / family events – weddings, christenings, birthdays.</p> <p>Remembering things that happened in the past a long time ago, e.g., Guy Fawkes – why do we celebrate Bonfire Night? – to remember the foiled plot to kill king James.</p> <p>Remembrance Day - who are we remembering and why?</p> <p>People, Culture and Communities</p>	<p>Past and Present</p> <p>Remembering key events in our own lives– Christmas / Epiphany / Ethiopian New Year celebrations</p> <p>Research grandparents’ childhood compare and contrast – play, homes, school, transport.</p> <p>People, Culture and Communities</p> <p>Learn about different jobs of family members – invite in to talk about occupations.</p> <p>Explore cultural differences through festivals –learn about how Chinese New Year is celebrated and about Chinese culture e.g., food, dancing, parades.</p>	<p>Past and Present</p> <p>Our chronology – timeline of human growth</p> <p>Explore changes over time – how have we changed since babyhood?</p> <p>People, Culture and Communities</p> <p>Places that are special to members of the community – church, mosque, temple</p> <p>Explore festival of Eid and how some of our community celebrate Eid.</p> <p>The Natural World</p> <p>Observing changes in nature in Spring - Learn the signs of Spring - buds on trees, lambs, chicks,</p>	<p>Past and Present</p> <p>Learn about Kings and Queens, Princes and Princesses through Fairy tales – learn about fictional characters and creatures and link to real people and differentiate between real and fiction. E.g., dragons.</p> <p>Learn about castles, knights etc.</p> <p>Small World Play – castle and knights</p> <p>Airport</p> <p>People, Culture and Communities</p> <p>walk around our local area?</p> <p>Where do we live?</p> <p>Do we know our address or street name?</p>	<p>Past and Present</p> <p>Travel and transport changes over time – changes over time, similarities and differences then and now.</p> <p>Journeys holidays, space travel – where have we travelled to and how did we get there? What are the best ways to travel a long way? A short way?</p> <p>Small World Play – space station train set, airport</p> <p>People, Culture and Communities</p> <p>Learn about different natural environments e.g., deserts, jungle, islands.</p> <p>Introduce the globe.</p>

<p>All about me Learn about the Five Senses use senses to explore world around them.</p> <p>Learn about similarities and differences, between ourselves - hair colour, eye colour skin colour.</p> <p>Learn to name body parts.</p> <p>Learn what a skeleton is and why we have one.</p> <p>The Natural World</p> <p>Learn that seasons repeat and go in order.</p> <p>Explore seasonal change – signs of Autumn, - leaves changing colour, trees losing leaves, bird migration, animals preparing for hibernation, evergreens and deciduous, weather changes, shorter days</p>	<p>Learn that different religions have special places linked to their beliefs – Catholic / Christian Churches, Jewish synagogues, Muslim Mosques.</p> <p>Learn about community celebrations – Hindu Festival of Light Diwali, Hannukah – Jewish festival celebrations. Christmas and how we celebrate.</p> <p>Learn about occupations – firefighters, Know to call 999 in an emergency.</p> <p>Small World play – garage, roadway, Happy Street Town, Fire station</p> <p>Domestic role play – getting the house ready for Christmas,</p>	<p>Learn about how Christians celebrate Easter and how we celebrate in our families.</p> <p>Use small world play to extend understanding of occupations – Pet Shop, Vets.</p> <p>The Natural World</p> <p>Observe natural processes of freezing and melting in outdoors.</p> <p>Looking at changing states of matter – cold temperatures freezing water to ice.</p> <p>Compare and contrast polar ways of life to ours – homes, transport, food etc.</p> <p>Small World Play – Polar Regions</p>	<p>ducklings, blossom on trees, nest building.</p> <p>Learn about lifecycle of mini beats.</p> <p>Chicks in school</p> <p>Learn what farm animals need to grow and maintain health.</p> <p>Small world Play – farm, Mini beasts</p> <p>Learning about the Lifecycle of bean plant Planting beans and seeds</p> <p>Incubating eggs and hatching chicks Learning the life Cycle of the hen.</p> <p>Recording our observation of change over time.</p> <p>Technology Take photos with iPad.</p>	<p>How do we travel to school?</p> <p>Where do we know around washington-galleries soft play etc.</p> <p>The Natural World</p> <p>Respecting and caring for our world Conservation – protecting natural resources – reduce, re-use, recycle. Recycling – learn what rubbish does to our seas, animals and local environments.</p> <p>Learn Signs of Summer – flowers, leaves on trees, berries on bushes, more sunshine more daylight butterflies and other insects.</p> <p>Growing sunflowers – learning that a plant</p>	<p>Learn that earth is made up of land and sea and how to recognize this on a globe / map.</p> <p>Locate Africa on the map and learn about as a contrasting environment to ours – Learn about features of Africa’s landscape - jungle, rain forests, grass lands, deserts.</p> <p>Explore African culture and traditions, landmarks, animals compare ourselves to people living there.</p> <p>Vocabulary Forms of transport Journey, destination, Space shuttle, rocket, astronaut, moon, planets Map, globe, Gateshead, Newcastle, England, town, city, Ariel view,</p>
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<p>Forest school focus – autumn change Learn to name some trees e.g., horse chestnut and fruit – conkers. Learn to recognise some leaves – beech, horse chestnut, sycamore.</p> <p>Vocabulary Today, tomorrow, yesterday, day, week, month, year, season, brother, sister, mum, dad, grandma, grandad, auntie, uncle, cousin Sight, touch, hear, taste, smell. Parts of body Tree, leaf, trunk, branch, evergreen, deciduous autumn, hibernation, migration, woodland, pond</p>	<p>wrapping presents, putting tree up.</p> <p>The Natural World</p> <p>Changing seasons – autumn to winter Colder, darker days Wet weather, frost, snow, ice, bare trees Learn about deciduous and evergreen trees find some evergreens in forest school adventures.</p> <p>Nocturnal animals – owl, badger, fox How things are different at night – flowers close, some animals and birds are awake, keeping ourselves safe in the dark.</p> <p>Planting flowering bulbs for Spring</p> <p>Combining ingredients in cooking and baking, heating and cooling effects</p>	<p>Forest school focus – RSPB Bird Watch – feeding the birds.</p> <p>Technology – using simple apps</p> <p>Learn how to play simple games on IWB.</p> <p>Vocabulary Same, different, old, new, cold, freezing, Artic, fur, blubber.</p>	<p>Vocabulary Baby, child, teenager, adult, grow, change, same, similar, difference Living, dead, never lived Eid, Muslim, Islam, mosque, Koran, prayer mat Seed, flower, stem Roots, shoot, Incubator, chick, hatch, peck feed</p>	<p>needs soil, water and sunlight to grow.</p> <p>Learning that humans need food, water, sleep and exercise to grow and maintain health.</p> <p>Recap freezing and melting. Making ice lollies</p> <p>Investigation Floating and sinking – learn about the forces involved when pushing things under water.</p> <p>Learn about sun safety and how we keep ourselves safe around water.</p> <p>Vocabulary King, Queen, prince, princess, royalty, dragons, fairies, Castle, drawbridge, moat, knight, attack, defend. Pollution, reduce, reuse, recycle. Scientist</p>	<p>Magnetic, attract, repel, force. Chrysalis, metamorphosis, change</p>
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	<p>Investigations</p> <p>Sources of light – what gives us light.</p> <p>Vocabulary Halloween, harvest, wedding, christening, baptism, Remembrance, Last night, this morning Library, theatre, home, street, town, detached, terraced, flat, Winter, nocturnal Baking, heating, cooling, torch, candle, sun, light, dark, day, night, electricity bulb, wire, battery Freeze, melt, ice, frost, icicle, bulb, soil</p>			<p>Summer, sea, sea life, Material, strong, hard, rough, smooth, waterproof, liquid, solid, float, sink,</p> <p>Technology</p> <p>Learn how to take photos and record video on IPAD.</p>	
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Expressive Arts and Design- Charanga/ Kapow

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Mark making with wax crayons.</p> <p>Mark making with felt tips.</p> <p>Mark making with Chalk.</p> <p>Observational Drawing Looking closely at Autumn collections.</p> <p>Self-portraits – looking closely at parts of the face using a mirror.</p> <p>Loose parts- Autumn collection Art collage Dough modelling & tool use</p> <p>Artists- Andy Goldsworthy- natural art</p>	<p>Finger painting</p> <p>Outdoor painting</p> <p>Collage and Transient art</p> <p>Landscape collage</p> <p>Group Art</p> <p>Holds a pencil and represents.</p> <p>Observational Drawing Looking closely at woodland animals.</p> <p>Leaf rubbing and printing.</p> <p>Christmas cards</p> <p>Diwa lamps</p> <p>Large scale firework paintings exploring techniques of spraying and flicking – observe</p>	<p>Playdough tool use</p> <p>Landscape art</p> <p>Observational Drawing Looking closely at animals</p> <p>Printing- using tools patterns.</p> <p>Construction Focus on materials – strong/sturdy/weak/flimsy.</p> <p>Some materials will stand better than others. Some materials will bend into shape more than others.</p> <p>Joins – how to join different materials Join/attach.</p> <p>Fray the edges in order to create a larger surface are to stick.</p> <p>Encourage children to design and build houses</p>	<p>Cutting skills</p> <p>Threading skills</p> <p>Joining materials</p> <p>Flower designs</p> <p>Tissue paper flowers</p> <p>Observational Drawing Looking closely – our flowering bulbs.</p> <p>Focus on size- are you trying to capture the whole or are you concentrating on one smaller part?</p> <p>Focus in on plants/ flowers. Look at capturing whole plant compared to just a petal or a leaf.</p> <p>Symmetrical butterfly</p>	<p>Observational Drawing Looking closely – Disney characters. Draw with Rob</p> <p>Transient Art</p> <p>observational drawing</p> <p>Improving scissor skills</p> <p>Transport junk model</p> <p>Mobilo vehicles</p> <p>Vocabulary</p> <p>Pattern Symmetrical Print Fold over Like, dislike, prefer. Junk modelling Design plan Flat Attach</p>	<p>Observational Drawing Looking closely African artifacts</p> <p>Focus on detail - What small things can you see if you really look?</p> <p>Consider texture and pattern - how can we make it look smooth, bumpy, hairy?</p> <p>Rainbow Fish collage work</p> <p>Colour Mixing How can we make the colour lighter? How can we make our colour darker? What happens if we mix these two colours together? Mixing blue and yellow makes green. Mixing red and yellow makes orange. Mixing blue and red makes purple. Mixing</p>

<p>Vocabulary</p> <p>Crayon, felt tip, chalk, coloured pencil. Straight, curved, Observational Collage Materials, resources, Sellotape, masking tape Dough tools, roll, stretch, squeeze</p>	<p>what happens when the colours mix.</p> <p>Artists- Alma Thomas (calendar) Yayoi Kusama— pumpkins</p> <p>Clay Work Introduction to clay - How to flatten using hands/rolling pin How to create patterns in the clay using different tools to Roll, pinch, squeeze, flat</p> <p>Explores and uses wider range of natural and man-made materials.</p> <p>Use small world props to support story telling.</p> <p>Vocabulary</p> <p>Transient Art Water colours</p>	<p>(linked to 3 little pigs – what would you build your house out of?) Do they pass the ‘huff and puff test?’</p> <p>Plan, design, evaluate.</p> <p>Introduce the idea of evaluating our models – what do we like about our model? What would we like to do again?</p> <p>Chinese lanterns dragons.</p> <p>Retell episodes from a known story in role or small world play.</p> <p>Vocabulary</p> <p>design Join, attach fray. Plan, design, evaluate. Technique painting</p>	<p>What size paper are you going to use? How much of the paper are you going to use?</p> <p>We rarely get anything the way we want it first time. It often takes a lot of practises before we achieve what we want.</p> <p>Mother’s Day cards</p> <p>Easter cards</p> <p>Paint daffodils and flowering bulbs.</p> <p>Retell episodes from a known story with dialogue using small world figures or puppets.</p> <p>Speak and act in role, demonstrating recall of the jobs of key members of the community.</p> <p>Vocabulary</p>	<p>Axel Rolling Finish</p>	<p>red and white makes pink.</p> <p>Construction</p> <p>Focus on whole design process. Model making – boats.</p> <p>Draw out your design. Can you label some of the key parts?</p> <p>Choose the appropriate materials that you will need to make your model.</p> <p>Consider how best to join the different parts of your model. Evaluate – does your model look like your design? What would you do next time to change / improve?</p> <p>Vocabulary</p> <p>Texture Wax resist</p>
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	Brush, thick, thin, mix, pour, stir, spray, flick. Dough – roll, pinch, flatten, squeeze. Artist Drawing		Threading Capture Focus Position Practice Improvement dialogue		Combine Floating, waterproof, improvements African patterns
CHARANGA Music—ME Main songs- Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers Cross-curricular / topic-based focus Growing, homes, colour, toys, how I look. Explore and Create Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.	CHARANGA Music—My Stories Main songs- I'm A Little Teapot the Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult the ABC Song Cross-curricular / topic-based focus Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time. Explore and Create Musical Activities that embed pulse, rhythm and pitch, explore	CHARANGA Music—Everyone Main songs- Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes Cross- curricular/ topic-based focus Family, friends, people, music from around the world. Explore and Create Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.	CHARANGA Music—Our World Main songs- Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat the Wheels on The Bus the Hokey Cokey Cross-curricular/ topic-based focus Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space. Explore and Create Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.	CHARANGA Music—Big Bear Funk Main songs- Big Bear Funk Cross-curricular/ topic-based focus Transition unit. Explore and Create Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Games Track Find a funky pulse. Copycat Rhythm Copy-clap 3- or 4-word phrases from the song.	CHARANGA Music—Reflect Rewind Replay Main songs- Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat Cross-curricular/ topic-based focus Consolidate learning and contextualise the history of music. Explore and Create Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.

<p>Games Track Find the pulse.</p> <p>Copycat Rhythm Games Copy-clap the rhythm of names.</p> <p>High and Low Games Explore high sounds and low sounds using voices and glockenspiels.</p> <p>Me! by Joanna Mangona Wide variety of musical styles as an introduction</p> <p>Celebration by Kool and The Gang Happy by Pharell Williams Sing by The Carpenters Sing a Rainbow by Peggie Lee Happy Birthday by Stevie Wonder Our House by Madness</p> <p>Knowledge Skills</p> <ul style="list-style-type: none"> To know twenty nursery rhymes off by heart. 	<p>voices and classroom instruments.</p> <p>Games Track Find the pulse as one of the characters from the song.</p> <p>Copycat Rhythm Copy-clap the rhythm of small phrases from the songs.</p> <p>High and Low Games Explore high pitch and low pitch in the context of the songs.</p> <p>Create your own sounds using instruments Use the starting note to explore melodic patterns using one or two notes.</p> <p>Everyone! by Joanna Mangona Wide variety of musical styles as an introduction.</p> <p>We Are Family by Sister Sledge Thula Baba by Hlabalela Ensemble ABC by The Jackson 5 My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions Conga by Miami Sound Machine Horn Concerto No 4: Third Movement – Rondo by Mozart</p>	<p>Games Track Invent ways to find the pulse.</p> <p>Copycat Rhythm Copy-clap some rhythms of phrases from the songs.</p> <p>High and Low Games Explore high pitch and low pitch in the context of the songs.</p> <p>Create your own sounds using instruments Use the starting note to explore melodic patterns using one or two notes.</p> <p>Everyone! by Joanna Mangona Wide variety of musical styles as an introduction.</p> <p>We Are Family by Sister Sledge Thula Baba by Hlabalela Ensemble ABC by The Jackson 5 My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions Conga by Miami Sound Machine Horn Concerto No 4: Third Movement – Rondo by Mozart</p>	<p>Games Track Find the pulse and show others your ideas.</p> <p>Copycat Rhythm Copy-clap some rhythms of phrases from the songs.</p> <p>High and Low Games Explore high pitch and low pitch using the images from the songs.</p> <p>Create your own sounds Use the starting note to explore melodic patterns using one or two notes.</p> <p>Our World by Joanna Mangona Wide variety of musical styles as an introduction</p> <p>Lovely Day by Bill Withers Beyond the Sea sung by Robbie Williams Mars from The Planets Suite by</p>	<p>High and Low Games A. Play Together Keep the beat of the song with a pitched note.</p> <p>High and Low Games B. Pitch Activities Add pitched notes to the rhythm of the words or phrases in the song.</p> <p>High and Low Games C. Enjoy playing patterns using a combination of any of the three notes C, D and E.</p> <p>Big Bear Funk by Joanna Mangona I Feel Good by James Brown Don't You Worry 'Bout a Thing sung by Incognito My Promise by Earth Wind and Fire Superstition by Stevie Wonder Pick Up the Pieces by Average White Band</p> <p>Knowledge / Skills</p>	<p>Games Track Revise existing</p> <p>Copycat Rhythm Copy Revise existing.</p> <p>High and Low Games Revise Existing A/B/C</p> <p>Create your own Sounds using instruments Revise existing.</p> <p>Reflect, Rewind and Replay Classical</p> <p>William Tell Overture by Rossini Dance of The Sugar Plum Fairy by Tchaikovsky Flight of The Bumblebee by Rimsky-Korsakov Jupiter, The Bringer of Jollity by Gustav Holst Fantasia on A Theme by Thomas Tallis by Ralph Vaughan Williams E.T. Flying Theme by John Williams</p>
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<ul style="list-style-type: none"> ● To know the stories of some of the nursery rhymes. ● To learn that music can touch your feelings. ● To enjoy moving to music by dancing, marching, being animals or Pop stars. <p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures. There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. <p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To sing or rap nursery rhymes and simple songs from memory. 	<p>Go Breaking My Heart by Elton John and Kiki Dee Ganesh Is Fresh by MC Yogi Frosty the Snowman sung by Ella Fitzgerald Spiderman sung by Michael Bublé</p> <p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To know five nursery rhymes off by heart. ● To know the stories of some of the nursery rhymes. ● To learn that music can touch your feelings. ● To enjoy moving to music by dancing, marching, being animals or Pop stars. <p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures. 	<p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To know ten nursery rhymes off by heart. ● To know the stories of some of the nursery rhymes. ● To learn that music can touch your feelings. ● To enjoy moving to music by dancing, marching, being animals or Pop stars. <p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To sing or rap nursery rhymes and simple songs from memory. ● Songs have sections. ● To sing along with a pre-recorded song and add actions. ● To sing along with the backing track 	<p>Gustav Holst Frog's Legs and Dragon's Teeth by Bellowhead Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terral Singing in the Rain performed by Gene Kelly</p> <p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures. <p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To sing or rap nursery rhymes and simple songs from memory. ● Songs have sections. ● To sing along with a pre-recorded song and add actions. ● To sing along with the backing track 	<ul style="list-style-type: none"> ● To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures. There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. <p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To sing or rap nursery rhymes and simple songs from memory. ● Songs have sections. ● To sing along with a pre-recorded song and add actions. ● To sing along with the backing track 	<p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures. There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. <p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To sing or rap nursery rhymes and simple songs from memory. ● Songs have sections. ● To sing along with a pre-recorded song and add actions. ● To sing along with the backing track.
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