

<p>Reception Long Term Plan 25-26</p>	<p>Autumn 1 Who am I?</p> <p>Baseline to be undertaken in the first 6 weeks of children starting school</p>	<p>Autumn 2 What shall we celebrate?</p>	<p>Spring 1 Can I tell a terrific tale?</p>	<p>Spring 2 What's outside?</p>	<p>Summer 1 What's the scariest creature?</p>	<p>Summer 2 Who can help us?</p>
<p>Experiences</p>	<p>To go on an Autumn Trail Harvest Time To talk about my family Birthdays Favourite Songs Tea party Acting out stories</p>	<p>Talk about Bonfire Night. Pictures, songs Talk about Remembrance Day Nativity-songs and dances Talk about celebrations e.g. Christmas and Diwali, Bonfire night and birthdays. Build a fire outside using logs and tissue paper strips for flames. Make Guy Fawkes and pretend to toast marshmallows. Celebrate our own superhero powers-build superhero den and vehicles. Hiding objects in ice. Look for signs of autumn.</p>	<p>Learn traditional tales. Act out stories. Building houses from a variety of materials. Make porridge build bridges Draw and make simple maps.</p>	<p>Egg hunt Making symmetrical patterns Identifying plants Planting seeds Knowing where our food comes from Observational drawings of animals and plants. Lifecycle of a frog and a butterfly. Identify signs of Spring Easter story Hoglets life cycles workshop visit to school.</p>	<p>Find out about animals that live in Africa. Explore and taste fruits found in story.</p> <p>Transient art-African animals and map of Africa.</p> <p>Drawing/painting African animals. Observe minibeasts in their habitat. Observational drawings Observe growing caterpillars</p> <p>What will hatch from the egg?</p> <p>Create own scary creature and describe it.</p> <p>Dinosaur museum</p>	<p>What do I want to be when I grow up? People who help us role play areas Visit to the Fire Station in Long Eaton. Police to visit the school. Road safety Looking for signs of summer Manor Farm Park Visit Transition Dentist role play Church visit</p>
<p>Texts Extra Drawing Club texts</p>	<p>Peace at Last Owl Babies The Tiger who came to Tea</p>	<p>Binny's Diwali 5 Days of Diwali Rama and Sita story</p>	<p>The Three Little Pigs Little Red Riding Hood The Gingerbread Man</p>	<p>Jack and the Beanstalk- Mara Alperin Oliver's Vegetables</p>	<p>Handa's Surprise- Eileen Browne</p>	<ul style="list-style-type: none"> • Here to Help Collection including: • Police

	<p>Farmer Duck Not Now Bernard Room on the Broom What makes me a me? The big book of families Why we go to the Dentist?</p>	<p>Lost and Found- Oliver Jeffers Beegu? Penguin by Polly Dunbar The Christmas Pine By Julia Donaldson It was a Cold, Dark Night. Remember, Remember the Fifth of November Goodbye Autumn, Hello Winter-Kenard Pak The Nativity- Juliet David</p>	<p>The Three Billy Goats Gruff Goldilocks and the Three Bears- Usborne The Little Red Hen The magic porridge Pot</p>	<p>The Very Hungry Caterpillar- Eric Carle The Enormous Turnip The Hairy Toe Rapunzel Non-fiction life cycle texts</p>	<p>The Gruffalo- Julia Donaldson Dear Zoo Not Now Bernard We're Going on a Bear Hunt The Lion Inside-Rachel Bright Dinosaur Roar</p>	<ul style="list-style-type: none"> • Fire Fighters • Paramedics • Doctors & Nurses • Vets <p>Supertato Crossing the road safely instruction text. Why should I Brush My teeth? Superworm Zog and the Flying Doctors- Julia Donaldson Talk about what constitutes a healthy lifestyle.</p>
<p>Personal, Social and Emotional Development (PSED)</p>	<p>To follow the school rules and make strong relationships with staff and peers. To separate confidently from their parent/carer at the start of the school day and become involved within the classroom, enjoying exploring new activities. To take part in pretend play, communicating and negotiating with their peers. To participate in small group and 1:1 discussion, offering thoughts and insights, using</p>	<p>To play cooperatively and take turns with others, showing sensitivity to their own and others' needs.</p> <p>To articulate and follow the school rules and begin to overcome challenges with support.</p> <p>To confidently try all activities within the classroom with growing independence, setting and working towards goals within the provision, asking staff and peers for support when needed.</p> <p>See themselves as a valuable individual. •</p>	<p>Learning about qualities and differences. Celebrating differences</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</p>	<p>To manage their feelings and emotions.</p> <p>To continue to consider the needs and feelings of others.</p> <p>To understand the importance of healthy food choices.</p>	<p>To continue to learn how to manage and control their emotions using a range of techniques.</p> <p>To show a good level of independence in their ability to manage their own basic needs.</p> <p>To independently put their uniform on including managing to fasten zips, buttons and buckles with minimal support.</p>	<p>To be able to maintain their focus during extended whole class teaching sessions and independent learning activities.</p> <p>To 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.</p> <p>To show a 'can do' attitude to change and transition.</p>

	<p>recently introduced vocabulary. Be increasingly independent in meeting their own care needs, e.g using the toilet, washing and drying their hands thoroughly</p>	<p>Build constructive and respectful relationships</p>		<p><u>Observe and Assess ELG – Through child-led/adult-led experiences</u></p> <p><u>Self-Regulation</u></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing Self</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Building Relationships</u></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
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<p>Communication and Language (C&L)</p>	<p>Intelligible to others most of the time, even to unfamiliar adults.</p> <p>Joins in with known nursery rhymes. Can fill in missing rhyming words from songs and stories.</p> <p>Sing a repertoire of familiar songs</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time.</p> <p>Understand 'why' questions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Be able to express a point of view and to debate when they disagree.</p> <p>Use talk to organise themselves and their play.</p>	<p>Learn many rhymes.</p> <p>Be able to talk about familiar books and be able to tell a long story.</p> <p>Use new vocabulary in different contexts.</p> <p>Learn some poems.</p> <p>Retell a story using some story language from the book.</p> <p>Understand a question or instruction that has two parts.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p>	<p>Speak clearly in connected speech even when using new or longer words or when I have lots to think about and say.</p> <p>Use all phonemes and clusters in words, including longer, multisyllabic words.</p> <p>Repeat back new vocabulary correctly in longer words.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use new vocabulary in different contexts.</p> <p>Learn rhymes, poems and songs.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Develop social phrases.</p>
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Physical Development (PD)	Fine Motor	<ul style="list-style-type: none"> • Elbow to wrist pivot. • Wrist to hand pivot. • Using scissors to make snips in paper. • Dough Disco: pinch, individual finger, roll, squeeze, splat, finger patterns – using rhymes and pressing buttons. • Begin to hold pencil with a static tripod/tripod grip using a dominant hand. • Weave ribbons in and out of a large frame outdoors on a large scale with adult support. • Create a self- portrait, holding pens, pencils and paintbrush with a static tripod/tripod grip. • Draw a person using circle and rectangle shapes with some features e.g. eyes, mouth, arms and legs. • Threading beads/pasta onto string as this is the precursor to the sewing. • Children attempt to form recognisable letters to form their name with adult support. 	<ul style="list-style-type: none"> • Cut a straight line with scissors. • Hold pencil with a tripod grip. • Create paintings, artwork and junk modelled creations using a range of tools and techniques to experiment with design and texture. • Independently ‘sign’ their creations, forming their name correctly. • Use a ‘tripod grip’ for the majority of the time regardless of the brush, crayon or pencil which they use. • Draw a person with increasing detail and control e.g. including a body, hair. • Use threading cards for more controlled weaving. 	<ul style="list-style-type: none"> • Confidently hold all tools and pencils using a tripod grip. • Cut a curve line with scissors independently. • Use scissors and tools effectively. • Children use equipment such as scissors, hole punches and Sellotape dispensers safely and appropriately. • Draw a person using accuracy when drawing smaller and more complex shapes, e.g. hands, nose, finger, feet. • Carefully and accurately cut out the fabric (binka or aida cloth) they need. • Use a needle through material.
	Gross Motor	<ul style="list-style-type: none"> • Confidently sitting on the carpet or chair for a short period of time. • Proprioception: able to sit and stand with control. • Proprioception: stand with balance. • Use upper body strength to lift, carry and hold boxes and crates. • Use scooters with confidence and negotiate space safely. Use upper body strength to hang off monkey bars. 	<ul style="list-style-type: none"> • Proprioception: continue to develop across a range of surfaces. • Proprioception: continue to develop across a length of time. • Sit on a balance bike with increasingly good balance. • Move over the ground with both feet off the ground. • Use scooters to scoot round a set course. 	<ul style="list-style-type: none"> • Confident in crossing the midline and balancing. • Free access to scooters and/or balance bikes. • Use a balance bike around a set course, picking up speed with increased confidence.

L i t e r a c y	Comprehension	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p>•</p> <p>Engage in extended conversations about stories, learning new vocabulary. Retelling familiar stories/ talking about celebrations.</p>	<p>Engage in extended conversations about stories, learning new vocabulary. Retelling familiar stories. Talk about different versions of the same story. What was the same? What was different?</p> <p>Join in with repetitive parts of the story e.g. "Then I'll huff and I'll puff...."</p> <p>Act out stories in the role play and tuff tray areas.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently vocabulary. Enjoys an increasing range of books</p>	<p>Retell stories related to events through acting/role play. Retelling stories using images / apps. Actions to retell the story – Story Maps. Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently vocabulary. Enjoys an increasing range of books</p>	<p>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>
	Word Reading <u>Little Wandle Scheme</u>	<p>Autumn 1 Initial assessment Reception Baseline Little Wandle - Read and write-</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Sumer 1 short vowels CVCC</p>	<p>Summer 2</p>

		<p>s a t p i n m d g o c k c k e u r h b f </p> <p>Tricky words: is I the</p> <p>Autumn 2-</p> <p>Little Wandle - Read and write-</p> <p>ff ll ss j v w x y z zz qu words with s /s/ added at the end (hats sits) ch sh th ng nk · words with s /s/ added at the end (hats sits) · words ending s /z/ (his) and with s /z/ added at the end (bags)</p> <p>Tricky Words-put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p>ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff longer words</p> <p>Tricky words: was you they my by all are sure pure</p> <p>Read some common exLittle Wandle ,phonic programme.</p>	<p>review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</p> <p>review Phase 3: er air Secure spelling</p> <p>words with double letters</p> <p>longer words</p> <p>words with two or more digraphs Week 4 longer words words ending in –ing compound words Week 5 longer words words with s in the middle /z/ s words ending –s words with –es at end /z/</p> <p>Tricky words: Review all taught so far Secure spelling</p>	<p>short vowels CVCC CCVC</p> <p>short vowels CCVCC CCCVC CCCVCC longer words</p> <p>longer words compound words</p> <p>s ending in: –ing, –ed /t/, –ed /id/ /ed/ –est</p> <p>Tricky Words:</p> <p>said so have like some come love do were here little says there when what one out today</p> <p>Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words that are consistent with their phonic knowledge by sound blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge</p>	<p>long vowel sounds CVCC CCVC</p> <p>long vowel sounds CCVC CCCVC CCV CCVCC</p> <p>Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words</p> <p>root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/</p> <p>Phase 4 words ending in: –s /s/, –s /z/, –es longer words</p> <p>Tricky Words:</p> <p>Review all taught so far Secure spelling</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p> <p>Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words that are consistent with their</p>
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					including some common exception words.	<p>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>Writing</p>	<p>To mark make with meaning using a range of tools with a dominant hand.</p> <p>Write names with support.</p> <p>Create/draw using:</p> <ul style="list-style-type: none"> - anticlockwise circles - lines going top to bottom - lines/shapes going from left to right <p>Autumn 1:</p> <p>Focus on mark making and developing fine motor. However: children need to be explicitly taught and have pencil grip modelled whenever they are mark making.</p> <ul style="list-style-type: none"> • Tracing patterns. <p>Autumn 2:</p> <p>Explicit teaching of:</p> <ul style="list-style-type: none"> • c, a, o, d, g, q, e, s (4 weeks) • l, i, t, u <p>Daily phonics teaching from day 1, taught in line with the agreed approach.</p> <p>Orally segment/blend words.</p> <p>Hear and write initial and final sounds in simple words (CVC).</p> <p>Write a word from memory.</p>	<p>Begin to see taught handwriting letters formed correctly during independent writing/mark making</p> <p>Write name independently using the correctly formed lower case letters starting to consistently use a capital at the beginning.</p> <p>Explicit teaching of:</p> <ul style="list-style-type: none"> • r, b, n, h, m, k, p (3 weeks) • v, w, x, z (2 weeks) • More complex letters: f, j, y (2 weeks) • Digits 0-9 <p>Hear and begin to write initial, medial and final sounds in phase 2 and 3 words.</p> <p>Model and show awareness of punctuation.</p> <p>Use correct tense.</p> <p>To understand sentences are made up of words.</p> <p>To understand how a list is structured.</p> <p>Orally compose a sentence.</p> <p>Use appropriate vocabulary in play.</p> <p>Orally record sentences over a short moving video of a familiar story (e.g. using an iPad).</p>	<p>Most letters are formed correctly during independent writing/mark making</p> <p>Independently write first name and begin to write surname</p> <p>Hear and write initial, medial and final sounds in phase 2 and 3 words.</p> <p>Consolidate letter formation of lower-case letters:</p> <ul style="list-style-type: none"> • c, a, o, d, g, q, e, s, (3 weeks) • l, i, t, u, (2 weeks) • r, b, n, h, m, k, p (3 weeks) • v, w, x, z (2 weeks) • More complex letters: f, j, y (2 weeks) <p>Begin to show awareness of how to use capital letters and full stop when writing a simple sentence.</p> <p>Orally compose sentences using past tense.</p> <p>To know finger spaces, split up words in a sentence or caption.</p> <p>Write sentences that can be read by others.</p> <p>Creates texts to communicate meaning for an increasingly wide range of purposes, such as making lists, greeting cards, tickets, menus, invitations and creating their own stories and books.</p>		

		<p>Write their name with a capital letter.</p> <p>Notice capital letters, finger spaces and full stops.</p> <p>Know that writing is left to right. To understand that sounds fit together to make words.</p> <p>To use familiar words in play and when story telling.</p> <p>Adults to record shared sentences during observations.</p>					
	<p><u>White Rose Maths</u></p>	<p>Block 1- Match, Sort and Compare</p> <p>Block 2- Talk about Measure and Patterns</p>	<p>Block 3-It's Me 1,2,3</p> <p>Block 4- Circles and Triangles</p> <p>Block 5-1,2,3,4,5</p> <p>Block 6- Shapes with 4 sides</p>	<p>Block 7-Alive in 5</p> <p>Block 8-Mass and Capacity</p> <p>Block 9-Growing 6,7 and 8</p>	<p>Block 10-Length, Height and Time</p> <p>Block 11-Building 9 and 10</p> <p>Block 12- Exploring 3D shapes</p>	<p>Block 13-To 20 and Beyond</p> <p>Block 14- How many now?</p> <p>Block 15-Manipulate, compose and decompose</p>	<p>Block 16- Sharing and Grouping</p> <p>Block 17-Visualise, Build and Map</p> <p>Block 18- Making connections</p>
	<p>Number And Numerical Patterns</p>	<p>BASELINE FOR THE FIRST SIX WEEKS</p> <p>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. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error</p>	<p>recognition of 3 objects without having to count (subitising) Recite numbers past five. Say one number for each object 1:1 and know the last number counted is the total. Show finger numbers to 5.</p> <p>Subitise Link the number symbol (numeral) with its cardinal number value.</p>	<p>Numbers within 6 Count up to six objects. One more or one fewer Order 1-6 Experiment with their own symbols and marks as well as numerals. Link numerals and amounts for example, show the right number of objects to match each numeral.</p>	<p>Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity</p> <p>Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - 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</p>		

		<p>in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>			<p style="text-align: center;"><u>Numerical Patterns</u></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>
<p style="text-align: center;">Understanding the World (UTW)</p>		<p>Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary <p>Begin to make sense of their own life-story and family's history.</p> <p>(DM 3&4 Yr olds)</p> <p>Name and describe people who are familiar to them (Ch in R)</p> <p>Show interest in different occupations (dentist)</p> <p>(DM 3&4 Yr olds)</p>	<p>Continue developing positive attitudes about the differences between people.</p> <p>(DM 3&4 Yr olds)</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Compare their own locality with Antarctica (Lost and Found)</p> <p>(DM 3&4 Yr olds)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (Ch in R)</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>(Ch in R)</p> <p>Compare and contrast characters from stories.</p> <p>Understand that some places are special to</p>	<p>Talk about the differences between materials and changes they notice.</p> <p>Compare properties of materials wood, brick, glass and plastic</p> <p>Draw information from a simple map- familiarise children with the name of road, and town that school is located in.</p> <p>Draw and make simple maps of the environment and of story settings linked to traditional tales.</p>	<p style="text-align: center;"><u>Past and Present</u></p> <p>Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling- Use floor books to look at things that we need last week/month. Talk about our experiences. Children are encouraged to send photographs of things they do out of school so that they can talk about their experiences. Look at dinosaurs and understand that dinosaurs lived a very long time ago. Children encouraged to use language of time, yesterday, last week, a long time ago etc</p> <p style="text-align: center;"><u>People, cultures and communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Looking at Africa. How is the continent of Africa different to the UK? Are there any similarities? Look at climate, animals, famous landmarks. People who help us- looking at the role of doctor, vet, paramedic, police officer, fire fighter. What special qualities do you need? What does their job look like?</p> <p style="text-align: center;"><u>The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; identify trees in the environment. Look at how trees change in spring and summer. Look at parts of a tree. Growing beans and sunflowers and observing and talking about changes. Observational drawings of plants and animals. 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; Handa's Surprise looking at Africa and compare with their own environment.</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.- Changing seasons,</p>

		<p>members of their community.</p>		<p>comparing trees in Autumn, Winter, Spring and Summer. Life cycles, watching caterpillars turn to butterflies. Identifying signs of each season.</p>		
<p>RE</p>	<p>What makes us Special?</p> <p>Who is Special to you? Discuss who is special to you. Explain that some people believe in God and see God as an invisible friend who is</p>	<p>What times are special and why?</p> <p>What times are special?</p> <p>What is Diwali? How do some Hindu people celebrate Diwali?</p> <p>Why do Christians celebrate Christmas?</p>	<p>K - Why are some places special? DS</p> <p>F3 What places are special and why?</p> <p>What places are special to you? What places are special to your community? What makes a place special? Why are churches special to Christians?</p>	<p>K - What makes the world special? DS</p> <p>F6 What is special about our world?</p> <p>What is special about our world?</p> <p>Where do some people believe the world came from?</p>	<p>K - Why are some stories special? F1 Which stories are special and why?</p> <p>How do some people treat special books?</p> <p>What is your favourite story? What makes a story special?</p>	<p>Time to Celebrate</p> <p>What is Hanukkah?</p> <p>What is Holi?</p> <p>What is Shrove Tuesday? What is Ramadan?</p>

	<p>always with them, loving and listening to everyone and always there to care for them. Some children draw who is special to them and explain why.</p> <p>Who helps us? To talk about special people in the community.</p> <p>Why should we care for others?</p>	<p>How do Christians celebrate Christmas?</p>	<p>Why are mosques special to Muslim people?</p>	<p>Why should we look after our world?</p> <p>How can we care for the world?</p> <p>What is the Easter story?</p>	<p>What can we learn from a Christian story?</p> <p>What can we learn from a Hindu story?</p>	
<p>Expressive Arts and Design (EAD)</p>	<p>Music Kapow- Exploring Sound Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p>	<p>Music- Kapow Celebration Music 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. Develop storylines in their pretend play</p>	<p>Music- Kapow Music and Movement + Musical Stories (A mixture of the units) To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. Watch and talk about dance and performance art, expressing their feelings and responses. • Develop storylines in their pretend play</p>	<p>Creating with Materials : Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Listen attentively, move to and talk about music, expressing their feelings and responses. To learn what an orchestra is To learn about the four different groups of musical instruments To copy and follow a beat To follow a beat using an untuned instrument</p> <p>Kapow- Big Band</p> <p>Kapow- Transport</p>		

	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>To explore using voices to make a variety of sounds. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>To explore the sounds of different instruments. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Artist-Jackson Pollock</p>	<p>linked to Traditional Tales.</p> <p>Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures</p> <p>Transient art.</p> <p>Artist- Henry Matisse</p>	<p>Artist-Georgia O'keefe</p>
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Early Years Vocabulary	School Language	What Shall we Celebrate?	Can I tell a Terrific Tale?	What's Outside?	What's the Scariest Creature?	Who Can Help Us?
	Church	Today	wolf	Seed	Guava	Stethoscope
	School	Yesterday	pigs	Grow	Mango	Scissors
	Classroom	Tomorrow	chimney	Shoot	Pineapple	Medicine
	Hall	Past	build	Soil	Zebra	Syringe
	Register	Present	wood	Roots	Elephant	Bandages
	Uniform	Future	straw	Appear	Ostrich	Operation
	Book bag	Day	bricks	Leaves	Parrot	Disposable gloves
	P.E	Week	glass	Flower	Passion-fruit	Vaccination
	Water bottle	Month	plastic	Petals	Monkey	Vet
	Worship	Calendar	hard	Egg	Africa	Doctor
	Harvest	Autumn	smooth	Chrysalis	Lion	Paramedic
	Season	Winter	rough	Cocoon	Lioness	Pharmacy
	Who Am I?	Spring	strong	Butterfly	Cheetah	Pedestrian
	Old	Summer	bendy	Symmetrical	Giraffe	Road safety
	New	Diwali	collapse	Emerge	Colour	Firefighter
	A long time ago	Celebration	woods	Transform	Fur	Police officer
	Before	Lights	cottage	Life cycle	Skin	dentist
	Now	Hibernation	map	Frogspawn	Fruits	Examine
	Next	Guy Fawkes	Once upon a time	Tadpole	Seeds stones	Observe
	Similar	Rangoli patterns	Happily ever after	Froglet	Kiwi	Seasons
	Different	Mehendi patterns	characters	Change	River Nile	Change
	Baby	Hanukkah	good	Adult	Mount Kilimanjaro	Hospital
	Brother	Christmas	bad	Amphibian	Rainforest	Clinic
	Sister	Antarctic	winter	Gills	Savanna	Receptionist
	Family		bare	breathe	Desert.	Prescription
			robin		Spines	independent
			trees		Serrated teeth	Dentist
			cold		Herbivore	Filling
			hibernate		Carnivore	Brush
			berries		omnivore	Twice
					Sauropod	Clean
					Compare	Toothbrush
					Extinct	Toothpaste

<p>Computing</p>		<p>2BeSafe Online Safety</p> <p>Self image and identity</p> <p>Online relationships</p> <p>Keyboard Skills</p> <ul style="list-style-type: none"> • This includes simple typing, capital letters and function keys such as 'enter'. • Activities are included that match lower-case and capital letters as most keyboards that children encounter will contain capital letters. • It also includes recognising different fonts for example, an 'a' written a or a. • Children can also combine mouse skills and typing skills using the mouse or arrow keys to control the cursor when writing. 	<p>2BeSafe Online Safety</p> <p>Online reputation</p> <p>Online Bullying</p> <p>Drawing skills</p> <p>This includes choosing pens and style and composing drawn images on screen.</p> <ul style="list-style-type: none"> • It also includes the undo function. • The use of a tablet is suggested as well as a mouse to enable children to mark make using touch. 	<p>2BeSafe Online Safety</p> <p>Managing online information</p> <p>Robots</p> <p>Structured play with robots, starting with toy vehicles initially.</p> <ul style="list-style-type: none"> • There are also ideas that start to develop children's logical processing skills in terms of following and creating instructions and making predictions. 	<p>2BeSafe Online Safety</p> <p>Health, wellbeing and lifestyle</p> <p>Sounds</p> <p>These ideas make use of recording tools within Purple Mash • Children will also create music using the tools.</p>	<p>2BeSafe Online Safety</p> <p>Privacy and security</p> <p>Copyright and ownership</p> <p>Photography</p> <ul style="list-style-type: none"> • using photos in the classroom. • How to upload images; a variety of devices and connections are suggested but will need to be adapted to the resources available in the school.
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