







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me! 	Let's Celebrate 	Around the world! 	Once upon a Time 	Amazing Animals! (Farm, food and growing) 	Fun at the Seaside! 
Focus Topics	Starting School My New Class New Beginnings My Body How have I changed? My Family Being Kind	Celebrations Space Light and Dark Autumn	Polar Regions Climates Contrasting Environments Hibernation Where do you live? Customs around the world.	The Little Red Hen The Magic Porridge Pot Signs of Spring Fantasy Creatures	Farm Healthy Eating Growing Life Cycles Animals around the world Animal Patterns Habitats	Underwater Worlds Travel Transport At the Seaside
Wow moments /Key events	Transition Birthdays Harvest Autumn Trail Halloween	Remembrance Day Diwali World Space Week Guy Fawkes / Bonfire Night Nativity / Christmas/ Santa visit	Winter Walk Valentines Day Pancake Day Chinese New Year Food Tasting-different cultures Internet Safety Day	World Book Day Mother's Day Easter / Easter Egg Hunt St. Georges Day Easter	Farm Visit Caterpillar transformation Egg hatching Healthy Eating Week	Pirate fun day Sports Day Graduation Day Transition Day
CLPE Texts	Ruby's Worry	The Great Big Cuddle	Blue Penguin	Danger Crocodile	Hinda's Surprise	Train Ride
Other Key Texts	Owl Babies The Colour Monster Perfectly Norman Cottonwool Colin Rainbow Fish Five Minutes Peace	Can't You Sleep Little Bear Aliens Love Underpants On The Moon Star in a Jar How to Catch a Star Stick Man	Burglar Bill Click Click Penguins Big Adventure Be Brave Little Penguin Lost and Found Chicken Clicking	George and the Dragon A Little Bit Brave The Tiny Seed Jasper's Beanstalk Billy and the Dragon After the Fall Webster's Web	Farmer Duck Anna Hibiscus' Song Slow Samson The Very Hungry Caterpillar Websters Web Click Clack Moo Pig In the Pond	Billy's bucket A Giant Jam Sandwich Tiddler The Snail and the Whale Anna Hibiscus What the Ladybird heard at the Seaside. Zim, Zam, Zoom
Literacy Comprehension	Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story / rhyme Understanding the five key concepts about print:- <i>print has meaning, print can have different purposes. We read English text from left to right and from top to bottom</i> <i>The names of the different parts of a book.</i> Sequencing familiar stories through the use of pictures to retell the story. Recognising initial sounds	Beginning to retell stories Retell stories related to events through acting /role play. Retelling stories using images / apps. Editing of story maps and oral retelling of new 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-sounds correspondences. Enjoys an increasing range of books. Story maps.	Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing /mark making. Read simple phrases and sentences made up of words with known letter-sound correspondences and , where necessary, a few tricky words matched to Little Wandle. Home reading books match phonic knowledge.	Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Use vocabulary and forms of speech that are increasingly influenced by their experience of books. Develop their own narratives and explanations by connecting ideas and events. World Book Day Activities Timeline of how plants grow Information leaflets about animals in the garden / plants and growing.	Explaining the stories they have listened to or have read themselves. Retell a story with actions and /or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words Can explain the main events of a story. Can draw pictures of characters/ events / setting in a story. Labels / sentences / captions	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters / event / setting in a story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author, title. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and reactions. Make predictions Fiction and Non-fiction: Beginning to understand that a non-fiction is a non story- it gives information instead Fiction means story.
Literacy Word Reading	Linking sounds to letters. Reading: Initial sounds, oral blending, CVC sounds, Reciting known stories, listening to stories with attention and recall. Read sounds speedily	Begin to read words by sound blending. Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.	Di-graphs /trigraphs Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.	Read simple sentences Reading: Story structure- beginning, middle and end. Innovating and retelling stories to an audience, non fiction books.	Read and understand simple sentences Reading: Non-fiction texts, internal blending, Naming letters of the alphabet.	Read and understanding sentences with fluency including some tricky words. Reading: Read simple sentences with fluency. Read CVCC and CCVC words confidently. Saya sound for each letter in the alphabet and at least 10 digraphs.

	Books are consistent with phonic knowledge.	Spotting diagraphs in words. Swipe to read words For tricky words help children identify the sounds that is tricky to spell.	Children become familiar with letter groups and read words with familial digraphs and trigraphs .	Children read some longer words such as 'rabbit', 'jumping'	Distinguishing capital letters and lower case letters.	Reads word consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Literacy Writing	Representing name and initial letter sounds Dominant hand, tripod grip, Mark making Giving meaning to marks and labelling. Writing initial sounds and simple captions. Using initial sounds to label characters / images Writing names and labels. Writing messages. Practising correct letter formation.	Writing CVC words Name writing -sign in board Labelling using initial sounds Story scribing Retelling stories in mark making area. Sequencing stories. Practising letter formation	Caption Writing and Tricky Words Write some of the tricky words such as I, me, my, like, to, the Write CVC words Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practise letter formation.	Beginning to write simple sentences. 'Hold and write a sentence' Creating own story maps, writing captions and labels, Writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence ensuring correct letter formation.	Writing simple sentences. 'Hold and write a sentence' Writing for a purpose in role play. Using phonetically plausible attempts at words, Beginning to use finger spaces. Form lower case and capital letters correctly. Rhyming words Ensuring correct letter formation.	Writing simple sentences and phrases that can be read by others. Story writing, Writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for own s stories. Write a character description. Write three sentences with beginning, middle and end. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Mathematics	Numbers within 5 Introduce manipulatives Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Subertising- identifying when a set can be subertised and when counting is needed. Subertise different arrangements both structured and unstructured, including the Hungarian number frame. Make different arrangements of numbers within 5 and talk about what they see. Develop conceptual subertising skills. Spot smaller numbers hiding in bigger numbers. Understanding anything can be counted.	Numbers within 5: Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. Hear and join in with counting sequences and connect this with the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. Develop counting skills and knowledge including: that the last number in the count tells us 'how many' (cardinality) To be accurate in counting, each thing must be counted once and once only and in any order: The need for one to one correspondence. Compare sets of objects by matching. Begin to develop the language of 'whole' when talking about objects which have parts.	Numbers beyond 5 Connect quantities with numerals. Identify when 2 sets are equal Begin to identify missing parts for numbers within 5. Explore the structures on number 6 and 7 as '5 and a bit' and connect this to Hungarian 5 and finger patterns. Focus on equal and unequal groups when comparing numbers. Count up to ten objects Represent, order and explore numbers to ten. One more or fewer, one greater Subitising to 5 Odd and even numbers Addition and subtraction within 10	Numbers beyond 5 Understand that two equal groups can be called a 'double' and connect this to finger patterns. Sort odd and even numbers according to their 'shape'. Continue to develop their understanding of the counting sequence and link through cardinality and ordinality through the 'staircase' pattern. Order numbers and play track games. Join in with verbal counts beyond 20, hearing the repeated pattern with the counting numbers.	Number facts & developing counting strategies Develop counting skills, counting larger sets, actions and sounds. Explore a range of representations of numbers including 10-frame and see doubles can be arranged in a ten-frame. Compare quantities and numbers, including sets of objects which have different attributes. Continue to develop sense of magnitude, e.g knowing 8 is quite a bit more than 2 , but 4 is only a little bit more than 2. Begin to generalise about 'one more than' and 'one less than' numbers within 10. Continue to identify when sets can be subertised and when counting is necessary. Develop conceptual subertising skills including a rekenrek.	Assess and Review ELG: Have a deep understanding of numbers within 10 including the composition of each number. Begin to have a deeper understanding of numbers within 20. Verbally count beyond 20 One more, one less Estimate and counting Grouping and sharing Odd numbers and even numbers Subertise 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 doubling facts.
	Ongoing in provision and daily discussions- Ordering objects and sets Measures Estimate, order, compare, discuss and explore capacity, weight and lengths. Shape and sorting Describe and sort 2-D and 3D shapes complete and create patterns Describe position Calendar and Time Days of the week Seasons Sequencing daily events Recognise numbers in the environment. Number of the week display					
	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, R.E /PSHE sessions, story sessions, singing, speech.					

Communication and Language	<p>Settling in activities and carpet times.</p> <p>Nursery Rhymes</p> <p>The Colour Monster-Moods and feelings.</p> <p>Adult modelling language throughout the day, "Thank you!", 'Good morning!' How are you?" Please could you pass me ...?"</p> <p>Individual speech assessment.</p>	<p>Links to festivals children's experiences, talking about shared experiences.</p> <p>Songs-Nativity and Christmas songs.</p> <p>Listening to stories and developing vocabulary.</p> <p>Good listening skills.</p> <p>Sharing Tapestry Talks</p>	<p>Listen to stories to build familiarity, understanding and increase vocabulary.</p> <p>Ability to speak in sentences using language to develop relationships.</p> <p>Retelling a story using story language.</p> <p>Asking how and why questions.....</p> <p>Sharing Christmas holiday news.</p>	<p>Sustained focus when listening to a story.</p> <p>Describing events in detail using connectives.</p> <p>Understanding and using question words such as what, where, who ...</p> <p>Sharing weekend news.</p>	<p>Retelling stories with an increased knowledge of story language and vocabulary.</p> <p>Relate the stories they have listened to in their lives and in their role play.</p> <p>Make up their own stories with a beginning, middle and end.</p> <p>Sharing Easter holiday news.</p>	<p>Able to talk about own abilities in a positive way.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Holding conversation in back and forth exchanges with adults and peers.</p> <p>Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary .</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Sharing experiences from heir lives using full sentences including use of past, present and future tenses.</p>
Physical Development	<p>Co operation and Moving Gross Motor:</p> <p>Co operation games i.e parachute games</p> <p>Warm up- Listening games</p> <p>Ball skills-aiming, dribbling, kicking</p> <p>Climbing on outdoor equipment.</p> <p>Different ways of moving to be explored by the children.</p> <p>Help individual children develop good hygiene.</p> <p>Provide regular reminders about thorough handwashing and toileting.</p>	<p>Ball Skills and Wheeled Toys Gross Motor:</p> <p>Warm up- Beanbag games</p> <p>Ball skills-throwing and catching both underarm and overarm</p> <p>Gymnastics-travelling, jumping, balancing</p> <p>Yoga –Deep breathing Crates-play climbing</p> <p>Range of wheeled resources for children to balance, sit or ride on, or pull and push.</p> <p>Two wheeled balance bikes and pedal bikes.</p>	<p>Ball skills and Moving to Music Gross Motor:</p> <p>Warm up- Stretches</p> <p>Dancing- Builders dance Witches adventure</p> <p>Gymnastics – Jumping, balancing, rolling using mats</p> <p>Yoga- Stretches</p> <p>Holding small items /buttons / clothing /</p> <p>Dressing and undressing independently</p>	<p>Balance Gross Motor:</p> <p>Warm ups - running games</p> <p>Hitting balls using rackets /bats</p> <p>Gymnastics- Small apparatus</p> <p>Hockey - Taking part in a simple game</p> <p>Team challenges using balls, bean bags,</p>	<p>Obstacles Gross Motor:</p> <p>. Dance -moving to music</p> <p>Gymnastics / Balance- Large Apparatus.</p> <p>Skipping ropes in outside area</p> <p>Obstacle activities children moving over, under, through and around equipment</p>	<p>Team games Gross Motor:</p> <p>Races / team games involving gross motor movements</p> <p>Football skills- dribbling and controlling ball / team games</p> <p>Graduation dance routine</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Personal, Social and Emotional Development	<p>Fine Motor:</p> <p>Dough activities</p> <p>Daily name writing</p> <p>Threading, cutting,</p>	<p>Fine Motor:</p> <p>Signing in board</p> <p>Develop muscle tone to put pencil pressure on paper.</p> <p>Use tools to affect changes to materials.</p> <p>Show preference for dominant hand</p> <p>Engage children in structured activities; guide them on what to draw, write, copy.</p> <p>Teach and model correct letter formation.</p>	<p>Fine Motor:</p> <p>CVC writing activities</p> <p>Begin to form letters correctly.</p> <p>Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Encourage children to draw freely.</p> <p>cutting with scissors</p>	<p>Fine motor:</p> <p>writing activities: CVCC & using finger spaces</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most of which are correctly formed.</p>	<p>Fine motor:</p> <p>Sentence writing</p> <p>Develop pencil grip and letter formation</p> <p>Use one hand consistently for fine motor tasks.</p> <p>Cut along a straight line with scissors / Start to cut along a curved line, like a circle</p> <p>Draw a cross.</p>	<p>Fine motor:</p> <p>Holding a pencil effectively in preparation for fluid writing using the tripod grip.</p> <p>Copy a square</p> <p>Draw diagonal lines, like in a triangle</p> <p>Start to colour inside the lines of a picture.</p> <p>Draw pictures that are recognisable</p> <p>Hold pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools , including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>

Personal, social and emotional Development	<p>Self Regulation- Throughout the year children will work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>*Controlling own feelings and behaviours * Able to concentrate on a task *Applying personalised strategies to return to a state of calm. * Able to ignore distractions.</p> <p>*Thinking before acting. * Able to curb impulsive behaviours * Behaving in ways that are socially acceptable. *The ability to persist and persevere.</p>					<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>
	<p>Managing Self: Me and My Relationships All about me What makes me special Me and my special people Who can help me? My feelings</p>	<p>Managing Self: Valuing Difference I'm Special, you're Special Same and Different Same and Different Families Same and Different Homes I am caring I am a friend</p>	<p>Managing Self: Keeping Safe What's Safe to go onto my body Keeping Myself Safe- What's safe to go into my body (inc medicine) Safe indoors and outdoors Keeping Safe Online People who keep me safe</p>	<p>Managing Self: Rights and Respect Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money</p>	<p>Managing Self: Being My Best Bouncing back when things go wrong. Yes, I can! Healthy Eating My Healthy Mind Move your body A good night's sleep</p>	<p>Managing Self: Growing and Changing Seasons- Life stages-plants, animals, humans, Life Stages- Who will I be? Getting bigger Me and my body-girls and boys Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right for wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
	<p>Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to others' needs. Playing both teams games and board games play an important role . This enables the children to understand turn taking and working co operatively.</p>					<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>
RE	<p>Believing : NY:F2 Which people are special and why? Supplemented by: UC Incarnation Why do Christians perform Nativity plays at Christmas? <i>Jesus as a good friend</i></p>	<p>Expressing: NY: F4What times are special and why? Supplemented by: UC Salvation FS2 Unit F3 Why do Christians put a Cross in an Easter Garden?</p>	<p>Expressing: NY F3 What places are special and why? Supplemented by: UC God / Creation FS2-Unit F1 Why is the word God so important to Christians? (Understand the impact section- church) (Digging Deeper- God as Creator)</p>	<p>Living: NY F6 What is special about our world? Supplemented by: God/ Creation FS2- Unit 1 Why is the word God so important to Christians? <i>Small acts of kindness- kindness tree</i></p>		
Understanding the World	<p>Past and Present Who is in my family? Comment on photos of their family-naming who can they can see and of what relations they are to them. Talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community Ourselves-parts of the body Role play – home setting Their past and their life as a baby.</p>	<p>Past and Present Links to festivals, Bonfire Night, Remembrance Day, Diwali, Christmas Can talk about what they have done with their family during Christmas' in the past. Show photos of how Christmas use to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and why maps are so important to a postman. Christmas Workshop</p>	<p>Past and Present Roles of different jobs around us. What jobs do our family members do? Role play - Vet</p>	<p>Past and Present Exploring Dragons and Castles. Do homes look like castles? Are there some castles in the present? Do dragons live now? Role play- knights and princesses in the castle.</p>	<p>Past and Present Role play -garden centre (outdoors)</p>	<p>Past and Present Exploring travelling to the seaside now and in the past. Talk about the live 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 to the class.</p>

<p>People, Cultures and Communities</p> <p>Exploring what makes a family. The varying members of a family unit.</p>	<p>People, Cultures and Communities</p> <p>Links to festivals: Bonfire night Diwali Christmas</p> <p>Role play- Witches and wizards Christmas home scene</p> <p>Cultural Events- Halloween, Bonfire night, Remembrance Sunday, Diwali, Christmas</p>	<p>People, Cultures and Communities</p> <p>Chinese New Year- how is it celebrated? How is it different to New Year here? Celebrating our differences. Significant cultural events: Pancake Day Easter Mother's Day</p>	<p>People, Cultures and Communities</p> <p>Describing their environment around them.</p> <p>Maps of the farmyard and maps of the local area.</p>	<p>People, Cultures and Communities</p> <p>Describing their local habitat and that of a contrasting country. (Kenya)</p> <p>What are the similarities and differences?</p>	<p>People, Cultures and Communities</p> <p>Can they locate their home on Google Maps? Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between life in this country and life in other countries and life in other countries, drawing on knowledge from stories, non-fiction texts and -when appropriate -maps.</p>
<p>The Natural World</p> <p>*Seasons- Autumn-Identify seasonal colours differences and changes (2)over time-weather, animals and plants. *Autumn walk / treasure hunt - know that some animals hibernate Know that if I wash my hands then that will kill off the germs. *Pepper/ soap experiment. (4) *Glitter/ Vaseline hand shaking (2)</p>	<p>The Natural World</p> <p>Exploring light and dark. How can we see in the dark? (4) Nocturnal Animals- making sense of habitats. Which animals are nocturnal? Exploring Space. How can we get to Space? Introduce children to NASA and astronauts. know that objects are made from different materials Discuss features of the children's immediate environment and compare with the moon. Experiment with magnets; (3,4) know that magnets are 'sticky' without being sticky, know magnets stick to certain materials (metals) know how to find an object which a magnet will stick to.</p>	<p>The Natural World</p> <p>Seasons- Winter-Identify seasonal colours. Differences and changes over time- weather, animals and plants.</p> <p>Melting ice experiments. Think about appropriate clothing for each season.</p> <p>Compare features of the arctic environment and animals with our surrounding area. Know animals like different foods and live in different places. Know some animals are big and some are small.</p> <p>Comparing the Arctic to their local environment. Internet research-Arctic animals(5)</p>	<p>The Natural World</p> <p>Seasons-Spring- Identify seasonal colours. Look at differences and changes over time-weather, animals and plants. Know that lots of new life begins in the Spring. (2) . Compare features of Kenya with our own surrounding environment.</p> <p>Keeping fit- (4) know about the importance of a healthy exercise regime I know that exercise is good for my body</p>	<p>The Natural World</p> <p>Care and concern for living things.</p> <p>Planting sunflowers, beans and other flowers. Observe and draw plants / seedlings / seeds Know that MOST plants need sun, soil & water to grow. *cress experiment (3) *Bean growing (2) Know some plants grow from seeds. Observing and draw minibeasts. Know different animals have different body parts Looking after tadpoles/ caterpillars Know and can talk about where some animals live.</p>	<p>The Natural World</p> <p>Seasons-Summer- Identify summer colours- compare <i>differences and changes over the school year- weather, animals and plants.</i> Exploring the differences between land and water and compare to where we live. Know that some animals are adapted to live under the sea. Know humans have adapted to live on land Floating and sinking experiment (2,3). *Orange peel experiment (4) Make observations and drawing pictures of animals and plants. ELG Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Know the importance of a healthy diet-Weekly-Cooking with Claude-Over the year develop the children's importance of a healthy diet to know they cannot eat unhealthy foods like chips and pizza daily and the need a variety of food.</p>					
<p>Fruit faces Caterpillar kebabs Elmer Toast Cheese tasting Halloween Biscuits Choc sparklers</p>	<p>Indian food Pear Hedgehogs Ginger bread man Smoothies Rocket kebabs Baby Jesus in a manger</p>	<p>Polar bear face using rice cakes Tuna wrap Tasting Chinese Food Bird feeder (Seeds in apples) Valentines biscuit Porridge (mixing and toppings)</p>	<p>Mothers Day truffles Fruit flowers Unicorn sandwiches Ladybird biscuits Pancake toppings Easter nests Egg and cress sandwiches</p>	<p>Frog biscuits Celery caterpillars Fruit butterflies Summer fruit salad Fish sandwiches</p>	<p>Banana lollies Jam / ham sandwiches Traffic light sandwiches Ice cream shop Ice lollies Berry pick n mix</p>
<p>Computing</p> <p>Become familiar with technology used in the classroom- Whiteboard, internet – Adult lead Engage with iPads</p>	<p>Computing</p> <p>Use an iPad- Take a photo using Draw and tell app- turn on iPad and log on with support</p>	<p>Computing</p> <p><i>Select and use technology for particular purposes</i> Beebot- to move forwards/ backwards Make a story using iPad Internet Safety Day</p>	<p>Computing</p> <p><i>Recognise that a range of technology is used in places such as homes and schools.</i> Talk about what happens when they use ICT Daisy the Dinosaur App</p>	<p>Computing</p> <p>use the mousepad on a laptop Use a QR code to look up information on an African animal</p>	<p>Computing</p> <p>Log onto computer with support Navigate around a website Use a Beebot to make a simple dance / following an algorithm 1 or 2 steps forward /1 or 2 steps back. Recognise 'go', 'pause' 'stop'</p>

	<p>Self-Image and Identity I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p>	<p>Online Relationships I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know</p>	<p>Online Reputation I can identify ways that I can put information on the internet. Privacy and Security I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location.)</p>	<p>Online Bullying I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.</p>	<p>Managing Online Information I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet.</p>	<p>Health, Well-being and Lifestyle I can identify rules that help keep us safe and healthy in and beyond the home when using technology</p> <p>Copyright and Ownership I know that work I create belongs to me.</p>
Expressive Arts and Design	<p>Observational drawing- me- pencil Picasso– faces Making windmills Vocab- focuscolour – warm colours / cold colours link with colour monster Autumn leaves- printing Spider webs- chalks</p> <p>Vocab focus- colour</p>	<p>Observational Drawing- Stencils / stars</p> <p>Christmas trees- layers, snowmen, stars/moon- pasta collage, 3D rockets-cylinder / cone Look at and discuss Images of Baby Jesus / Nativity</p> <p>Vocab focus- shape</p>	<p>Observational Drawing- Spring blossom Snowflakes- Chinese New Year- Large box dragon, Lanterns, hand Puppets</p> <p><u>Famous Artist</u> Kandinsky– Concentric Circles in Squares- Circle painting</p> <p>Vocab focus- shape 'patten</p>	<p>Observational Drawing- minibeasts, butterflies with water colours Spring flowers- tissue paper</p> <p>Clay bowls- Mothers Day gift <u>Famous Artist</u> Henry Matisse– The Snail</p> <p>Vocab focus- pattern</p>	<p>Observational Drawing- plants, seedlings, seeds Sunsets- colour wash</p> <p><u>Famous Artist</u> Van Gogh-Starry Night Paint on foil painting / Sunset on the fields- water colours-</p> <p>Vocab focus- light /dark</p>	<p>Observational Drawing- Summer flowers, fish Undersea Collage Collaborative Computer art- Splosh- Clay tiles with woodland treasure pressed in <u>Famous Artist</u> Andy Goldsworthy– Natural Art Vocabulary focus- form ELG</p> <p>Can safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, form and function. Can represent own ideas, thoughts and feelings through art. Know the meanings of the following terms: Colour, pattern, shape, form, light, dark</p> <p>Represent ideas, through their own ideas , thoughts and feelings through art. share creations, explaining the processes I have used.</p>
	<p>Ongoing in provision Playdough- colours, textures, scented, tray of items to add to creations changed weekly, Loose parts table, range of paper, card, foil, colour themed collage boxes in provision at all times. Children encouraged to experiment with paint, use brushes, sponges, fingers to apply paint. Printing, pastels, chalk, small world, home corner</p>					
Music	<p>Singing and jointing in. Learn to match pitch, not only at the same time as the teacher, but also sing 'call and response' The teacher sings and the children echo. Autumn songs Vocabulary focus Learning to pitch / match(to sing exactly the same pitch as their teacher)</p>	<p>Feeling the beat / pulse Bonfire and Christmas songs Music and movement- physical responses Untuned instruments- shakers Vocabulary focus Dynamics- Fprte / Piano , loud and soft</p>	<p>Music and movement Chinese New Year Pentatonic Music Vocabulary focus Crescendo (Getting gradually louder) Diminuendo (Getting gradually quitter)</p>	<p>Countryside songs Easter songs Vocabulary focus Tempo(Speed) Fast /slow</p>	<p>Singing – call and response -solo Music and movement- describe verbally Transport sounds / holidays Vocabulary focus Tempo/ accelerando (getting faster) Ritardando (Getting slower)</p>	<p>ELG Can sing a range of well known nursery rhymes and songs. I can talk about and express my feelings and responses to pieces of music. (DM) Can explore different materials freely to develop ideas about how to use them.(DM) Can listen attentively and move to music.(DM)</p>
Assessment	<p>National Reception Baseline Assessment (RBA) In-house baseline data Parent Evening Little Wandle Autumn 1 Assessment</p>	<p>Little Wandle Autumn 2 Assessment In- house moderation</p>	<p>Parent Progress Meeting Little Wandle Spring 1</p>	<p>GLD predictions Little Wandle Spring 2</p>	<p>Little Wandle Summer 1</p>	<p>Little Wandle Summer 2 Assessment End of Year Data submitted 30th June End of Year Reports to parents July</p>