







The Priory Primary School, Christchurch  
 'Learning together, aiming high'  
**Curriculum Map for Early Years 2020-21**

	Autumn 1 Friendship	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>It's All About Me Harvest</b>  PSED focus	<b>Elmer's World</b>  Maths focus Jingle Bells	<b>Once Upon A Time</b>  Communication and Language and Literacy focus	<b>Blast Off! (Space)</b>  Expressive Arts and design, PD focus	<b>Minibeast Madness</b>  Understanding the World focus	<b>Commotion in the Ocean (Sea Life)</b>  Understanding the World focus
<b>Sparkly Starter Fantastic Finale</b>	Home visits Parents / carers in to see classroom and perform Runaway Chapati.	Elmer Drama Christmas party	Watch a pantomime. Performing a traditional tale	Whatever Next – a space rocket has landed in the classroom!	Minibeast Hunt Minibeast picnic	Diving video & underwater role play Water Fun Day
<b>Role Play (Ideas only – children to decide)</b>	Kitchen, docotors (indoor) House (outdoor) Fruit shop (indoor)	Jungle (indoor) Explorers (outdoors) Christmas shop	Cottage, Giant Castle, The Three Little Pigs building site (indoor) Three Little Pigs (outdoor house construction). Chinese New Year resataurant	Space station, with Dark Tent, tunnels, tents, explorers gear, (indoor) Space small world area Sace Travel Agent Space environment (outside)	Mud kitchen (outdoor) Small world minibeast area Science lab Garden shop	Underwater Sea Life information centre Sea Life Centre (outside) Seaside (outside) Sea Life shop
<b>Literacy Text and genre</b>  Key Phonics & letters and sounds teaching will be on-going Key sentence work including sentence writing will be on-going	We will be learning to retell the <b>traditional story 'The Little Red Hen'and 'The Runaway Chapati'</b> . We will innovate the story by changing the characters. We will draw our own story maps. We will also talk	Talk4Writing -Writing 2 letter and CVC words, segmenting sounds in simple words and blending them together -Drawing story maps and retelling stories.	Talk4Writing We will be looking at the story language of a fairytale. We will write character descriptions and character profiles and think about adjectives. We will draw and label our own story maps and	Talk4Writing We will write our own space stories, using key features of narrative in our writing. We will write space facts.	Talk4Writing We will make our own version of We're Going On A minibeast hunt (based on Bearhunt) using repetitive language. We will draw our own text maps and innovate by	Talk4Writing We will draw our own story maps, innovating by substitution, addition and alteration. We will read a range of books and explain the main events in stories we have read

	<p>about instructions for making bread. Talk4Writing</p> <p>We will be learning to write our name.</p> <p>Story settings, events and characters</p> <p>We will learn to hear and say initial sounds Giving meaning to marks as chn draw, write and paint</p> <p>Phase 1 and 2 phonics (Letters and Sounds) - Join in with rhymes and continue rhyming strings.</p> <p><u>Genre</u> Cumulative Tale</p> <p><u>Writing area</u> Memos, shopping lists, telephone messages, appointments, prescriptions.</p>	<p>-Phase 2 and 3 phonics (Letters and Sounds) -Reading words and simple sentences -Christmas lists -Labels for the Christmas presents (role play) -We will send High Frequency words home and check these individually weekly.</p> <p><u>Genre</u> Cumulative Tale</p> <p><u>Writing area</u> Jungle animal spotting forms. postcards, Christmas cards, lists and labels.</p>	<p>innovate by substitution and addition. We will write recounts of the story and write a different ending. We will write speech bubbles, letters and a wanted poster for the wolf.</p> <p>Phase 3 phonics (Letters and Sounds) We will read an increasing range of books and continue to demonstrate out understanding when talking to others about what we have read -Writing simple sentences - Rhyming words and word families Sequencing stories</p> <p><u>Genre</u> Recount</p> <p><u>Writing area</u> Lists , invitations, labels, signs, posters Menus and order forms for Chinese restaurant</p>	<p>Phase 3 phonics (Letters and Sounds) Alien words</p> <p>We will read an increasing range of books and continue to demonstrate out understanding when talking to others about what we have read Finding information from non fiction books, using contents pages and the index. Using full stops and capital letters at the beginning of sentences.</p> <p><u>Genre</u> Non fiction texts</p> <p><u>Writing area</u> Expedition lists, picnic and shopping lists, maps, labels, signs, posters, space brochure Passports for space, space diary / log</p>	<p>substitution and addition Making lift the flap books We will write our own instructions for making snail soup, writing in full sentences. Write information posters. Writing descriptions of minibeasts. Finding information from non fiction books, using contents pages and the index.</p> <p>Phase 4 Letters and Sounds</p> <p><u>Genre</u> Instructions, non fiction</p> <p><u>Writing area</u> Lists, observation sheets, postcards, dairies, maps, signs, stories, fact posters.</p>	<p>-Write our own poems based on Commotion in the Ocean. -Write a pirate story. Write our own class information book, with contents page and index. Conservation posters. Drawing and labelling treasure maps.</p> <p>Consolidation of Phase 3 and 4 Letters and Sounds Phase 5 Letters and Sounds (HA)</p> <p><u>Genre</u> Poetry (Commotion In the Ocean)</p> <p><u>Writing area</u> Brochures, information leaflets, receipts, price lists, poems</p>
<b>Core reading spine</b>	<p>-Funnybones -Healthy Wolf - Little Red Hen - The Runaway Chapati</p>	<p>- Walking Through the Jungle -Elmer books.</p>	<p>A range of traditional tales, discussing different versions of the same book.</p>	<p>Travel magazines. Goodnight Spaceman Whatever Next</p>	<p>Non-fiction information books to support the topic</p>	<p>Rainbow fish stories Commotion in The Ocean. (poetry) Three Little Fish</p>

	(Pie Corbett) - Handa's Surprise	-Rumble in The Jungle (poetry) -Giraffes Can't Dance -Tinga Tinga tales	Three Little Pigs Goldilocks	Aliens In Underpants 5 Little Men in a Flying Saucer Various space non fiction books to find out facts and information to support the topic	Very Hungry Caterpillar Bad Tempered Ladybird Superworm Mad About Minibeasts (poetry) We're Going On A Bear Hunt (Pie Corbett) Anansi	Non-fiction information books to support the topic
<b>Communication &amp; Language</b>	<p>Talk4Writing</p> <ul style="list-style-type: none"> <li>-Listen to stories and begin to discuss/ answer reading comprehension questions.</li> <li>-Join in with repeated refrains (Runaway Chapati)</li> <li>-Sit quietly during appropriate activity</li> <li>-Answering how and why questions</li> <li>-Confidence in talking to other children through play and adults in the classroom</li> <li>-Retell 'The Little Red Hen', Runaway Chapati verbally using actions.</li> </ul>	<p>Talk4Writing</p> <ul style="list-style-type: none"> <li>-Using language to imagine and recreate in play situations</li> <li>-Maintaining attention, listening and contributing during group and whole class activities.</li> <li>-Responding to instructions involving a two-part sequence</li> <li>-Following a story without pictures or props.</li> <li>- Use talk to organise, clarify ideas, feelings and events.</li> </ul>	<p>Talk4Writing</p> <ul style="list-style-type: none"> <li>-Traditional tales- listening to stories, accurately anticipating key events. We will discuss different versions of the same fairytale.</li> <li>-Uses language to imagine and recreate roles and experiences in play situations.</li> <li>-Introduces a storyline or narrative into their play.</li> <li>- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>	<p>Talk4Writing</p> <ul style="list-style-type: none"> <li>-During play, giving attention to what others say and responding appropriately.</li> <li>-Understanding humour as we look at nonsense rhymes and tell jokes</li> <li>-During play, encouraging chn to introduce a storyline or narrative. Use talk to organise, sequence and clarify thinking. How will we free the space creature from the ice? Listens and responds to ideas expressed by others in conversation or discussion. Extends vocabulary, especially by grouping and</li> </ul>	<p>Talk4Writing</p> <ul style="list-style-type: none"> <li>Children will be encouraged to answer 'how' and 'why' questions about minibeasts and be encouraged to extend their answers.</li> <li>Extending vocabulary in relation to topic related words, especially by grouping and naming.</li> <li>Introducing a story line into their play in role play, small world areas and throughout continuous provision.</li> </ul>	<p>Talk4Writing</p> <ul style="list-style-type: none"> <li>Children will be encouraged to express themselves effectively, showing awareness of listeners' needs, using past tense accurately when talking about events that have happened – assembly for parents about visit to sea Life.</li> <li>Children will be encouraged to describe the main events in stories they have read. Expressing views about characters and why things happened.</li> <li>Children will continue to develop their own narratives during play.</li> </ul>

				<p>naming, exploring the meaning and sounds of new words.</p> <p>Space names and facts</p> <p>Asking and answering questions</p> <p>What do we know about space? What do we want to find out?</p>		<p>Listening with sustained concentration to follow stories without pictures or props-assemblies.</p>
<b>Maths</b>	<p>Use Numberblocks and NCTEM</p> <ul style="list-style-type: none"> <li>-Compares 2 groups of objects, saying when they have the same number</li> <li>-Separates a group of objects in different ways</li> <li>-Recognise numerals to 5 and then 10</li> <li>-Ordering numbers to 5 and then 10</li> <li>-Representing numbers</li> <li>-Counts up to 5 and then 10 objects</li> <li>-Counts up to 6 objects from a larger group</li> <li>-Selects correct numeral for 1 to 5, then 1 to 10 objects.</li> <li>-Estimating to 5 and then 10</li> </ul>	<p>Use Numberblocks and NCTEM</p> <ul style="list-style-type: none"> <li>-Continue to estimate</li> <li>-Continue to recognise numbers to 10</li> <li>-Counts objects to 10, and beginning to count beyond 10</li> <li>-Finds one more or one less from a group of up to 5 objects, then 10 objects</li> <li>-Says one more than a given number</li> <li>-Finds the total number of items in 2 groups by counting all of them</li> <li>-Using mathematical terms to describe 2D shape</li> </ul>	<p>Use Numberblocks and NCTEM</p> <ul style="list-style-type: none"> <li>-Addition to 10 and beyond (story of 5, 6, 7, 8, 9, 10)</li> <li>-Vocabulary of subtraction and addition within word problems.</li> <li>-Says one less than a given number</li> <li>-Counting to 20 and back</li> <li>-Recognising and ordering teen numbers</li> <li>-3D shape – naming and matching to everyday items. 3D shape walk.</li> <li>-Constructing houses for the 3 little pigs using 3D materials</li> <li>-Ordering and sequencing our day</li> </ul>	<p>Use Numberblocks and NCTEM</p> <ul style="list-style-type: none"> <li>-Ordering numbers to 20</li> <li>-Measuring distance- planets</li> <li>-Continue to say one more and one less than a given number</li> <li>- Counting on for addition</li> <li>-Weighing items using bucket scales - estimate, weigh and check.</li> <li>-3D shape (using mathematical language) and simple properties.</li> <li>Count down, using clock to tell the time.</li> </ul>	<ul style="list-style-type: none"> <li>- Use Numberblocks and NCTEM</li> <li>Counting back for subtraction</li> <li>-One less than a number from 10 to 20.</li> <li>-Doubling and halving numbers using practical activities.</li> <li>-Sharing equally between groups</li> <li>-Counting backwards from 20-0.</li> <li>-Garden Centre role play till- using everyday language related to money.</li> <li>-Measuring plants in different ways.</li> <li>-Position (first, second, third etc.)</li> <li>- Recording using White Rose methods.</li> </ul>	<p>Use Numberblocks and NCTEM</p> <ul style="list-style-type: none"> <li>-Learning to count in 2's, 5's and 10's (solving problems combining groups of 2, 5 and 10).</li> <li>-Continue to double, halve and share into equal groups</li> <li>-Estimating numbers up to 20</li> <li>-Capacity (full, half full, empty, solving problems)</li> <li>-Weight problem solving- certain amount of weight in Divers bag- which items can he take?</li> <li>- Solving problems.</li> <li>- Recording</li> </ul>

	<ul style="list-style-type: none"> <li>-Talks about shapes in play</li> <li>--Naming 2D shapes and exploring these on a shape walk outside.</li> <li>-Ordering items by length, height, weight</li> <li>-Positional language</li> <li>-Repeating patterns</li> <li>- Recognising coins and using these in the role play shop</li> </ul>	<ul style="list-style-type: none"> <li>-Order items by weight, height and capacity</li> <li>-Role play till- using everyday language related to money, paying with coins</li> <li>Using everyday language related to time</li> <li>Creating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>- Simple measuring and using language of measuring height, length (Three Little Pigs construction).</li> <li>- Using money in the Chinese restaurant.</li> </ul>			
<b>Understanding the World</b>	<p><b><u>The World</u></b> Baking bread and chapatis– looking at changes. Looking at different environments - Runaway Chapti and Handa’s Surprise - Who is in our family? Discussing family members and similarities and differences in relation to families and homes.</p> <p><b><u>People and Communities</u></b> -In RE, Celebrating Harvest - Being thankful. -We will learn about the festival Sukkot – 13.10.19 – 20.10.19 (Thankfulness) Thinking about past and present events in our life.</p>	<p><b><u>The World</u></b> Looking at Autumn seeds, patterns and colour at Druitt Gardens. Experience Autumn as a season and learn about different seasons. Similarities and differences in environments (jungle). <i>Scientific trail</i> – Druitt Gardens</p> <p><b><u>People and Communities</u></b> -In RE, Celebrating Jesus’ birthday. Learning about Nativity. Why do Christians perform Nativity plays at Christmas? <b><u>Worship theme: Compassion Technology</u></b></p>	<p><b><u>The World</u></b> Looking at growth and change – growing beans, cress. Looking at properties of materials – Three Little Pigs. <b><u>People and Communities</u></b> - In R.E. thinking about how we can help others. Looking at associated Bible stories. Looking at similarities between themselves and others - different beliefs, attitudes, customs and traditions. (Chinese New Year) <b><u>Worship theme: tbc Technology</u></b> -Using the tablets to support Maths and phonics. Use Bee Bots to programme directions.</p>	<p><b><u>The World</u></b> Investigating using magnets. Investigating using the Light table -Looking at different environments on different planets. <b><u>People and Communities</u></b> - In R.E. children will learn how about New Life and Easter. Why do Christians put a cross in an Easter garden? - Learn about Children’s Day – different customs -How we can care for God’s world -think about pollution and how we can help the planet. <b><u>Worship theme: tbc Technology</u></b></p>	<p><b><u>The World</u></b> Minibeast hunts in school grounds and Druitt gardens. Learning about minibeasts. Sorting minibeasts. Planting seeds and looking at growth, change and decay Making snail soup and observing snails eat. Looking at Life Cycles. Looking at different habitats – why they are suitable. Exploring the sensory garden. <i>Scientific trail</i> Druitt Gardens <b><u>People and Communities</u></b> In RE thinking why the word “God” is so important to Christians.</p>	<p><b><u>The World</u></b> -How environments and habitats vary from one another through comparing Sea Life with Christchurch quay. We will learn about things that are precious in our world. How do we look after the world we live in? Conservation. - Investigating floating and sinking. <i>Scientific trail:</i> Christchurch Quay <b><u>People and Communities</u></b> Dragon Boat Festival - similarities and differences between themselves and others, and among communities and traditions</p>

	<p><b>Worship theme: Community</b></p> <p><b>Technology</b></p> <p>-Begin to use school computers, IWB, ipad.</p> <p>-Use a computer mouse with control- Paint (self portraits, characters from stories).</p>	<p>-Becoming familiar with a mouse, click and drag.</p> <p>Using IWB, ipads to support learning.</p> <p>Complete simple programmes on these.</p> <p>Use Bee Bots to programme directions.</p>	<p>Photo story of beans growing</p>	<p>-Technology around our school and homes- uses and purposes.</p> <p>-Using the I-pads for educational Apps to support learning in Literacy and Maths</p>	<p>-Talk about our likes and dislikes (understanding that we don't all like the same things).</p> <p>- Ascension Day</p> <p><b>Worship theme: tbc</b></p> <p><b>Technology</b></p> <p>. Keeping a photo diary of our growing plants.</p> <p>-Minibeast animation.</p> <p>-Lego WeDo – make and programme a snail</p>	<p>(understanding that people have different beliefs and traditions- the importance of respect).</p> <p>-In RE, we will think about special places.</p> <p>-Learn some important Old Testament Stories e.g. Noah's Ark, Creation, Jonah and the Whale</p> <p>-How <b>water</b> is used in Christianity.</p> <p>- Past events in our life – past holidays</p> <p><b>Worship theme: tbc</b></p> <p><b>Technology</b></p> <p>Adding text.</p> <p>Espresso Coding.</p> <p>Home – school links on technology used by children.</p>
<p><b>Physical Development</b></p>	<p><b>Gymnastics</b> - Develop and replicate basic movements such as jumping, changing direction, moving at speed and balancing. Experiment with different ways of moving.</p> <p>-Fiddly Fingers- fine motor control activities.</p> <p>-Dough Disco</p> <p>-Learn to hold a pencil with correct pencil grip.</p>	<p><b>Gymnastics</b> - Mastering basic movements such as jumps, balance and rolls</p> <p>To perform simple movement patterns and sequences</p> <p>Travel around, under, over and through balancing and climbing equipment.</p> <p><b>Physical literacy 1</b> - Developing balance,</p>	<p><b>Dance</b> - To accurately replicate basic dance movements and enjoy participating in a broad range of activities</p> <p>Chinese New Year Dragon Dance, Cinderella's Ball, Just Dance</p> <p><b>Physical literacy 2</b> - Developing balance, flexibility and body management.</p> <p>Beanbags, mats, cones, quoits, hoops, box tops,</p>	<p><b>Dance</b> - To accurately replicate basic dance movements and enjoy participating in a broad range of activities.</p> <p>Using a parachute.</p> <p><b>Physical literacy 3</b>- Travel with some control and coordination.</p> <p>Change direction at speed through both</p>	<p><b>Physical literacy 4</b> – Participate in a variety of agility-based activities moving and controlling objects. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc.</p> <p>Relate body movements to music and percussion beats.</p> <p><b>Physical literacy 5</b> –</p>	<p><b>Active story telling</b></p> <p>Using talk for writing link in dance, gymnastics and physical literacy to journey through the story.</p> <p>- Using the parachute – underwater movement</p> <p>-Dance with streamers</p> <p><b>Physical literacy 6</b> – Coordinate similar objects in a variety of ways</p>

	<ul style="list-style-type: none"> <li>-Throwing and catching, rolling a large ball.</li> <li>-Importance of warming up and cooling down</li> <li>-How do we stay healthy?</li> <li>-Using the toilet independently and remembering to wash our hands without being reminded</li> </ul>	<ul style="list-style-type: none"> <li>flexibility and body management.</li> <li>Gaining confidence in a variety of gross motor skills.</li> <li>Working with others</li> <li>- Fiddly Fingers - fine motor control activities.</li> <li>-Changing for PE independently</li> <li>- Dance - Firework Dance, Giraffes Can't dance – use streamers, pom poms</li> <li>-Understanding of safety when transporting equipment.</li> <li>-Holding a pencil correctly and using it with good control.</li> </ul>	<ul style="list-style-type: none"> <li>balls, bibs, benches, apparatus, music player, music, percussions.-</li> <li>Fiddly Fingers - fine motor control activities.</li> <li>-How could the pigs stay healthy and safe in their new home?</li> <li>Handwriting – practise using sand, shaving foam, Hairy Letters (ICT) etc.</li> </ul>	<ul style="list-style-type: none"> <li>choice and instructions.</li> <li>Perform actions demonstrating changes in speed.</li> <li>Stop, start, pause, prepare for and anticipate movement in a variety of situations.</li> <li>- Fiddly Fingers - fine motor control activities.</li> <li>Food diary for space – how do we keep healthy and safe in space? (exercise, eating, sleeping and hygiene can contribute to good health).</li> <li>Sorting healthy and unhealthy foods (understaning need for variety in foods)</li> </ul>	<ul style="list-style-type: none"> <li>Send and receive a variety of objects with different body parts.</li> <li>Work with others to control objects in space.</li> <li>Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.</li> <li>Using hoops and quoits, aiming at targets (throwing, kicking and striking)</li> <li>- Fiddly Fingers - fine motor control activities.</li> <li>-Writing on lines and controlling letter size.</li> <li>Use correct pencil grip.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate ways to manoeuvre objects</li> <li>Skip in isolation and with rope</li> <li>- Fiddly Fingers - fine motor control activities.</li> <li>-Dough Disco</li> <li>-Water safety- watch Barnaby Bear</li> <li>- Country Dancing for School Fayre -Hopping and skipping in time to music</li> <li>Handle equipment and tools effectively.</li> </ul>
<b>Expressive Arts</b>	<b><i>Artist studied throughtout the year – Andy Goldsworthy – using natural materials for sculptures / artwork</i></b>					
	<ul style="list-style-type: none"> <li>-Self portraits</li> <li>-Painting pictures of our houses</li> <li>-Constructing houses using a range of resources- outdoor and indoor construction</li> <li>- Making collages.</li> <li>- Observational drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Mixing colours</li> <li>-Fireworks streamer dance,</li> <li>-Kandinsky</li> <li>-Make a Christmas card and decorations</li> <li>Make jungle music</li> <li>Animal dance, rap</li> <li>-sewing Christmas card</li> </ul>	<ul style="list-style-type: none"> <li>Making role play areas.</li> <li>Making masks.</li> <li>Retelling and acting out stories.</li> <li>Making puppet shows of stories.</li> <li>Using instruments for sound effects.</li> </ul>	<ul style="list-style-type: none"> <li>-Printing</li> <li>- Design and make an alien, planets</li> <li>-Collage of planets</li> <li>-Making Easter cards and Motheing</li> <li>Sunday cards</li> <li>-Food technology - evaluating and</li> </ul>	<ul style="list-style-type: none"> <li>- Using instruments for sound effects and writing simple scores.</li> <li>- Colour mixing</li> <li>-Observational drawings</li> <li>-Junk modelling using a variety of materials - - giant insects -how have we have gone</li> </ul>	<ul style="list-style-type: none"> <li>-Using instruments for composing water music and writing simple scores. Use natural materials.</li> <li>-Woodwork - Making boats</li> <li>-Making sea creatures form reclaimed materials</li> </ul>

	<p>-Using imaginative play in role play</p> <p>-Charanga music – ME – Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing to nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p>	<p>-Tinga Tinga African art Charanga music – My Stories - Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing to nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p>	<p>Using construction and reclaimed materials to make castles. Making group collages. Chinese Lion dance. Make large Chinese lion. Drama – the magic carpet (Aladdin). Learning to assemble resources to make houses for our story characters Dressing up outfits for making up stories <b>Music Charanga - Everyone:</b> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing to nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song. Share and perform the learning that has taken place</p>	<p>making space biscuits -Sewing a cross <b>Music Charanga - Our World</b> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing to nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song. Share and perform the learning that has taken place -Making a swamp-sand, washing up liquid and food colouring</p>	<p>about making something and changes we would make Different ways of joining – caterpillar -Making minibeast homes -weaving -Outdoor stage marked with chalk to make music and dance – Creepy Crawly Calypso</p> <p><b>Music Charanga BIG BEAR FUNK</b> <i>Focus:</i> Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform</p>	<p>-Salt dough fish -Sewing <b>Music Charanga REFLECT, REWIND AND REPLAY</b> Revision of Units for a performance, a context for the History of Music and the Language of Music.</p>
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<p><b>Personal, Emotional &amp; Social Development</b> <i>Use Jigsaw</i></p>	<p><b>Incredible Me</b> <b>British Value:</b> Individual liberty <b>Key Question:</b> How can we make our classroom a safe and Happy place to learn? <b>Heartsmart</b> Get Headsmart</p> <p>Learning class routines and school rules to establish a safe and happy classroom Aware of behavioural expectations in setting. -Recognise our emotions and how to deal with them appropriately Demonstrate friendly behaviour.</p>	<p><b>Celebrating difference</b> <b>British Value:</b> Tolerance of different cultures and religions, mutual respect. <b>Key Questions:</b> How am I the same/different from my friends? What is bullying? What can I do? <b>Heartsmart</b> Too much selfie isn't healthy</p> <p>Explain knowledge and understanding, ask questions. -Chn should share and play together -Recognising emotions and resolving conflicts with friends.</p>	<p><b>Dreams and Goals</b> <b>British Value:</b> Individual liberty. <b>Key Question:</b> How can I achieve my aspirations? <b>Heartsmart</b> Don't forget to let the love in</p>	<p><b>Healthy Me</b> <b>British Value:</b> Individual liberty <b>Key Question:</b> How can I keep myself safe and healthy? <b>Heartsmart</b> Don't rub it in, rub it out.-</p>	<p><b>Relationships</b> <b>British Value:</b> mutual respect <b>Key Question:</b> Who is special to me? Who can help me in the school community? <b>Heartsmart</b> Fake is a mistake</p>	<p><b>Changing Me</b> <b>*Relationship and Sex Education</b> <b>British Value:</b> Individual liberty <b>Key Questions:</b> How have our bodies changed? How are boy's body parts different from girls? <b>Heartsmart</b> No way through isn't true</p> <p>Use Rainbow Fish stories Transition to Year 1 Activities</p>
<p><b>Trips &amp; Visitors</b></p>	<p>-Visit from the school nurse - Visit from people who help us – Lollipop man, MDS, vicar. - Visit Headteacher and office staff. - Beginning of Term Service at the Priory</p>	<p>Visit to Druitt Gardens. Visit from Image Theatre</p>	<p>Visit to Library.</p>	<p>Easter Service at the church Visit Druitt Gardens Visit by Firemen.</p>	<p>Visit to Druitt Gardens Visit Sensory Garden.</p>	<p>Visit to Sea Life Centre Visit to Christchurch Quay End of Term Service at the Priory</p>