



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme Title (but not limited to...)</p> <p>N.B: Some ideas / activities within the themes may change depending on the children's interests.</p>	<p>All About Me</p> 	<p>Dino Discovery</p> 	<p>Once Upon a Time</p> 	<p>Blast Off! (Space)</p> 	<p>Minibeast Madness</p> 	<p>Commotion in the Ocean</p> 
<p>Important dates</p>	<p>Recycling Week (20.09) National Fitness Day (21.09) World's Biggest Coffee Morning (30.09) Rosh Hashanah – Jewish New Year (25.09 – 27.09) Harvest Festival (23.10) Black History Month (Oct)</p>	<p>Day of the Dead (02.11) Outdoor Classroom Day (03.11) Bonfire Night (05.11) Maths Week (14 – 18.11) Remembrance Day (11.11) Anti-Bullying Week (14.11) Nursery Rhyme Week (14.11) Children in Need (18.11) Advent (27.11) Christmas Jumper Day (09.12) Hanukkah (18.12)</p>	<p>RSPB's Big School's Birdwatch (06.01) Storytelling Week (29.01) NSPCC Number Day (04.02) Lunar New Year (22.02) Valentine's Day (14.02)</p>	<p>Pancake Day (21.02) St David's Day (01.03) World Book Day (02.03) British Science Week (10.03) Red Nose Day (17.03) St Patrick's Day (17.03) Holi (8.03) Mother's Day (19.03)</p>	<p>Eid al Fitr (21.04) The Queen's Birthday (21.04) Earth Day (22.04) St George's Day (23.04) Ramadan (22.03-21.04) World Bee Day (20.05)</p>	<p>World Ocean Day (08.06) Healthy Eating Week (12.06) Father's Day (18.06)</p>
<p>Memorable Moments</p>	<ul style="list-style-type: none"> - Home visits - Harvest festival - Visit Headteacher and office staff. - Beginning of Term Service at the Priory 	<ul style="list-style-type: none"> - Christmas nativity - Food tasting, other cultures - Exploring with tents and backpacks - Christmas party - Visit to Druitt Gardens - Watching a pantomime 	<ul style="list-style-type: none"> - Spring walk – signs of spring - Performing a traditional tale - Visit to Christchurch Library 	<ul style="list-style-type: none"> - Going to the hub to experience 'Space' - Easter Service at the Priory Church - Visit Druitt Gardens 	<ul style="list-style-type: none"> - Growing plants - Butterfly life cycle – observation of growth, - Making a salad/healthy lunch - Minibeast Hunt - Minibeast picnic - Visit Sensory Garden 	<ul style="list-style-type: none"> - Visit to the aquarium - Local litter walk - Water Fun Day - Visit to Sea Life Centre - Visit to Christchurch Quay - End of Term Service at the Priory Church
<p>Role play (Ideas only – child led through discussions and children's interests)</p>	<ul style="list-style-type: none"> - School - Supermarket 	<ul style="list-style-type: none"> - Dinosaur museum - Post office and toy shop (Christmas) 	<ul style="list-style-type: none"> - Library 	<ul style="list-style-type: none"> - Space station (rocket) 	<ul style="list-style-type: none"> - Garden centre - Vets 	<ul style="list-style-type: none"> - Aquarium

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p> <p>C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, Neli intervention</p>	<p>Listening, attention and understanding</p> <ul style="list-style-type: none"> - Learn to hear and say initial sounds. - Join in with appropriate group activities, e.g. Nursery rhymes, Story Time. - Follows simple, routine instruction, e.g. Come to the carpet. <p>Speaking</p> <ul style="list-style-type: none"> - Speak in simple sentences, which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one). - Use vocabulary focusing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers). - Ask simple questions (e.g. Where is Mummy?) 	<p>Listening, attention and understanding</p> <ul style="list-style-type: none"> - Play a simple, motivating game for a few minutes, e.g. catching a ball. 	<p>Listening, attention and understanding</p> <ul style="list-style-type: none"> - Begin to use some active listening skills; face the speaker, body still, paying attention. - Respond to a peer's request (e.g. Can I have the ball?) and replies. - Learn (and use) new words from familiar texts. - Begin to answer "How" questions, e.g. How did this get broken? <p>Speaking</p> <ul style="list-style-type: none"> - Offer ideas in small group contexts, e.g. retelling a simple event in sequence. - Use full sentences, sometimes with encouragement, to express complete ideas (e.g. "I like chocolate more than vanilla", rather "chocolate better") - Ask questions when they don't understand instructions. - Begin to use simple connectives in speech, e.g. and, but. - Use new vocabulary from books and stories as they discuss/retell the story e.g. using the words <i>enormous</i> to describe their tower having read the Enormous Turnip. - Recite familiar rhymes/poems and join in with repeated refrains from stories. 	<p>Listening, attention and understanding</p> <ul style="list-style-type: none"> - Begin to respond to instructions involving a two-part sequence. 	<p>Listening, attention and understanding</p> <ul style="list-style-type: none"> - Conduct simple back and forth conversations, paying attention to peer/adult and responding appropriately. - Show attentive listening skills at input times, e.g. during Phonics and is quick to act on instructions. - Begin to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions. - Ask questions when they don't know what a word means. - Offer small explanations that demonstrate their understanding on a topic/story, e.g. He couldn't carry it because it was too heavy". - Begin to answer "Why" questions, perhaps with adult support. <p>Speaking</p> <ul style="list-style-type: none"> - Speak in whole class situations, e.g. answering questions at Story Time. - Use recently modelled language independently, across everyday contexts and areas of learning, e.g. "This lunch is delicious" or "I need to count back to subtract". - Ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify instructions, to solve practical problems). - Use a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas. - Use more detail in conversation. 	<p>Speaking</p> <ul style="list-style-type: none"> - Use speech to organise simple activities (e.g. You go first and I'll go next), overcome problems/conflicts (Can I have that after you?) and provide explanations (e.g. It sunk because it was too heavy).
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<p>Personal, Social and Emotional Development (PSED)</p> <p>Self-regulation</p> <p>Managing Self</p> <p>Building Relationships</p> <p>British values are embedded, both implicitly and explicitly within the teaching, so that children are taught the importance of tolerance, democracy, respect and rules and responsibilities.</p>	<p>Self-regulation</p> <ul style="list-style-type: none"> - Express their feelings and give simple reasons, e.g. I want Mummy. - Seek help through finding an adult. - Recognise when a peer is upset. - Follow a simple instruction as part of a group, e.g. sit down, let's go outside. - Join in an activity when invited by an adult. <p>Managing Self</p> <ul style="list-style-type: none"> - Learning class routines and school rules to establish a safe and happy classroom - Begin to recognise emotions and how to deal with them appropriately - Demonstrate friendly behaviour. - Understand the importance of warming up and cooling down when doing exercise - Using the toilet independently and remembering to wash our hands without being reminded <p>Building relationships:</p> <ul style="list-style-type: none"> - Play alongside new peers and 'with' familiar peers. - Show interest in their new peers. <p>Jigsaw: Being Me in My World</p> <ul style="list-style-type: none"> - How it feels to belong - Recognising and managing feelings - Working with others - Using kind hands - Our Rights - Being responsible <p>Heartsmart Get Heartsmart A1, C1</p>	<p>Self-regulation</p> <ul style="list-style-type: none"> - Allow an adult to comfort them. - Follow a simple instruction as part of a group, e.g. sit down, let's go outside. <p>Managing Self</p> <ul style="list-style-type: none"> - Understanding of safety when transporting equipment. - Using the toilet independently. - Take off our coat off and put them on independently. <p>Building relationships:</p> <ul style="list-style-type: none"> - Share and play with and alongside each other. <p>Jigsaw: Celebrating Difference</p> <ul style="list-style-type: none"> - Identifying our individual strengths - What makes me special? - Being different is OK - Our families - Our homes - How to be a kind friend - Standing up for myself if something upsets me <p>Heartsmart Too much selfie isn't healthy A3, C3, C5</p>	<p>Self-regulation</p> <ul style="list-style-type: none"> - Identify and name some common feelings in themselves or others, e.g., happy, upset, cross, worried. - Explain to an adult what has happened when they are upset. - Follow familiar, routine instructions independently. <p>Managing Self</p> <ul style="list-style-type: none"> - How could the pigs stay healthy and safe in their new home? - Using the toilet independently and washing our hands well, knowing why this is important. - Try new activities independently or with peers. <p>Building relationships</p> <ul style="list-style-type: none"> - Join in with a group of children who are playing. - Speak to peers within a game or activity. <p>Jigsaw: Dreams and Goals</p> <ul style="list-style-type: none"> - Persevering when faced with a challenge - Setting goals - Encouraging others - Being proud and celebrating my achievements <p>Heartsmart Don't forget to let the love in A3, C5</p>	<p>Self-regulation</p> <ul style="list-style-type: none"> - "Bounce back" quicker after upsets and with more independence. - Follow familiar, routine instructions independently. <p>Managing Self</p> <ul style="list-style-type: none"> - Food diary for space – how do we keep healthy and safe in space? (Exercise, eating, sleeping and hygiene can contribute to good health). - Sorting healthy and unhealthy foods (understanding need for variety in foods) <p>Building relationships</p> <ul style="list-style-type: none"> - Form some closer friendships and seek them out to initiate play. - Speak to peers within a game or activity. - Take turns, with adult support, e.g. when playing a board game. <p>Jigsaw: Healthy Me</p> <ul style="list-style-type: none"> - Understanding the importance of exercise, sleep and washing my hands to keep me healthy - Healthy and unhealthy food choices - Knowing how to be a good friend and enjoy healthy relationships - How to stay safe when meeting unknown people <p>Heartsmart Don't rub it in, rub it out! A3, C1</p>	<p>Self-regulation</p> <ul style="list-style-type: none"> - Link events (in books, real life etc) with feelings and discuss them, e.g. <i>She is angry that he snatched the toy.</i> - Begin to follow two-step instructions. - Wait with increased patience, when necessary, e.g. When waiting for a turn on the bikes. <p>Managing self</p> <ul style="list-style-type: none"> - Discuss healthy food choices. - Sort healthy foods from less nutritional food. - Discuss sensible choices. - Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. - Begin to persevere when something is challenging. - Work on short activities independently. <p>Building relationships</p> <ul style="list-style-type: none"> - Hold back & forth conversations, listening to their peers' ideas and responding appropriately. - Show empathy in simple ways, e.g. finding an adult for a child who is hurt. <p>Jigsaw: Relationships</p> <ul style="list-style-type: none"> - How I belong in my family - How to make friends - How to be a good friend - Thinking of ways to solve problems to stay friends - Understanding the impact of unkind words - How to help myself when I am feeling upset <p>Heartsmart Fake is a mistake A1, C5</p>	<p>Self-regulation</p> <ul style="list-style-type: none"> - Begin to solve small conflicts through speaking to each other and being assertive, e.g. <i>"Stop that, I don't like it"</i> or <i>"Can I have a turn when you are finished?"</i> - Follow two-step instructions. <p>Managing self</p> <ul style="list-style-type: none"> - Persevere when something is challenging. - Work on short activities independently. <p>Building relationships</p> <ul style="list-style-type: none"> - Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way. - Take turns with a little support from an adult or with the systems in place, e.g. sand timers. <p>Jigsaw: Changing Me</p> <ul style="list-style-type: none"> - Naming parts of my body - Knowing things I can do and foods I can eat to stay healthy - Understand that we all grow from babies to adults - Moving on – preparing for Year 1 - Acknowledging my fears / worries about the future - Reflecting on my year in Reception <p>Heartsmart No way through isn't true A2, C2, C5</p>
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<p>Maths</p> <p>Number</p> <p>Numerical Patterns</p>	<ul style="list-style-type: none"> - Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. - Estimate and guess how many there might be before counting. - Join in and sing counting songs and number rhymes. - Listen to and enjoy stories that involve counting. - Use 5 frames. <p>Numerical patterns:</p> <ul style="list-style-type: none"> - Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'. - Distribute items evenly from a group. - Naming 2D shapes and exploring these on a shape walk outside. - Ordering items by length, height, weight, capacity - Positional language - Repeating patterns - Recognising coins and using these in the role play shop 	<ul style="list-style-type: none"> - Continue to estimate - Subitise with numbers to 5 - Recall number bonds for numbers 0-5 - Partition numbers to 5 - Become familiar with two-digit numbers and start to notice patterns within them. - Introduce 'part-part-whole' structure of number - Understand the 'one more than' relationship between consecutive numbers to 5. - Count objects to 10, and beginning to count beyond 10 - Find the total number of items in 2 groups by counting all of them - Using mathematical terms to describe 2D shape - Order items by weight, height and capacity - Role play till- using everyday language related to money, paying with coins - Using everyday language related to time - Continue and copy repeating patterns. 	<ul style="list-style-type: none"> - Look at small quantities in familiar patterns – for example dice – and random arrangements, saying how many they can see. - Use 5 frames and 10 frames to become familiar with the tens structure of the number system. - Talk about how many spaces are filled or unfilled. - Link the number symbol (numeral) with its cardinal number value. - Addition to 10 and beyond (story of 5, 6, 7, 8, 9, 10) - Continue to use part-part-whole structure of number. <p>Numerical patterns.</p> <ul style="list-style-type: none"> - Understand the 'one more than/one less than' relationship between consecutive numbers. - Count beyond 10, noticing patterns within the structure of counting. - Compare length, height, weight and capacity. (Three Little Pigs construction). - Create repeating patterns. - 3D shape – naming and matching to everyday items. - 3D shape walk - Describe 3D shapes. - Constructing houses for the 3 little pigs using 3D materials. - Ordering and sequencing our day - Using money in the Chinese restaurant. 	<ul style="list-style-type: none"> - Ordering numbers to 20 - Continue to say one more and one less than a given number - Counting on for addition - Explore the composition of numbers to 10 - Use 10s frame. - Subtracting 2 from numbers to 10. - Count back from 10 - Vocabulary of subtraction and addition within word problems. - Recognise odd and even numbers. - Double and halve objects. - Measuring distance- planets - Weighing items using bucket scales - estimate, weigh and check. - 3D shape (using mathematical language) and simple properties. - Count down, using clock to tell the time. 	<ul style="list-style-type: none"> - Automatically recall number bonds for numbers 0-10. - Continue to use tens frame and part-part-whole structure of number. - Use language 'greater than', 'less than'. - Problem solving. - Doubling and halving numbers using practical activities. - Sharing equally between groups - Recording - Garden Centre role play till- using everyday language related to money. - Measuring plants in different ways. - Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. - Using positional language. - Solving problems using measures. 	<ul style="list-style-type: none"> - Count in 2's, 5's and 10's (solving problems combining groups of 2, 5 and 10). - Continue to double, halve and share into equal groups - Estimating numbers up to 20 - Solving problems. - Recording - Problem solving. <p>ELG Number have a deep understanding of number 10, including the composition of each number.</p> <p>ELG Number</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>ELG Number</p> <p>Automatically recall – without reference to rhymes, counting or other aids – number bonds up to 5. Recall some number bonds to 10, including doubling facts.</p> <p>ELG Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>ELG Numerical Patterns</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.</p> <p>ELG Numerical Patterns</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>Capacity (full, half full, empty, solving problems) Weight problem solving- certain amount of weight in Diver's bag- which items can he take?</p>
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<p>Literacy</p> <p>Little Wandle Phonics</p>	<p>Phase 2 graphemes: /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, /c/, /k/, /ck/, /e/, /u/, /r/, /h/, /b/, /f/, /l/</p> <p>Tricky Words: I, is, the</p>	<p>Phase 2 graphemes: /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 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, into, she, push, he, of, we, me, be</p>	<p>Phase 3 graphemes: /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,</p> <p>Tricky Words: Was, you, they, my, by, all, are, sure, pure</p>	<p>Phase 3 graphemes: Review Phase 3: /ai/ /ee/ /igh/ /oa/ /oo/ /ar/ /or/ /ur/ /oo/ /ow/ /oi/ /ear/ /er/ /air/. Review words with double letters and words with two or more digraphs.</p> <p>Words ending in -ing, compound words, longer words, words with s in the middle /z/ s, words ending -s and words with -es at end /z/.</p> <p>Review all tricky words so far and secure spelling.</p>	<p>Phase 4: Short vowels CVCC, short vowels CVCC CCVC, short vowels CVCC CCVC, short vowels CCVCC CCCVC CCCVCC, longer words, compound words, root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p>Tricky Words: Said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	<p>Long vowel sounds CVCC CCVC, long vowel sounds CCVC CCCVC CCV CCVCC, Phase 4 words ending -s /s/, Phase 4 words ending -s /z/, Phase 4 words ending -es, longer words, root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, root word ending in: -er, -est, longer words</p> <p>Review all tricky words so far and secure spelling.</p>
<p>Literacy</p> <p>Core Reading & Poetry Spine</p>	<p>Funnybones Healthy Wolf Little Red Hen The Runaway Chapati Handa's Surprise Harry and his dinosaurs go to school It's OK to be different</p>	<p>- Walking Through the Jungle -Elmer books. -Rumble in The Jungle (poetry) -Giraffes Can't Dance</p> <p>Various dinosaur fiction and nonfiction books to support the topic</p>	<p>A range of traditional tales, discussing different versions of the same book.</p> <p>Three Little Pigs We're Going On A Bearhunt (Pie Corbett)</p>	<p>Travel magazines. Goodnight Spaceman Aliens In Underpants 5 Little Men in a Flying Saucer</p> <p>Various space nonfiction books to find out facts and information to support the topic</p>	<p>Non-fiction information books to support the topic</p> <p>Very Hungry Caterpillar What The Ladybird Heard Superworm Mad About Minibeasts (poetry) Spinderella</p>	<p>Rainbow fish stories Commotion in The Ocean. (poetry) Three Little Fish and The Big Bad Shark Jessie The Jellyfish</p> <p>Non-fiction information books to support the topic</p>
<p>Handwriting</p>	<p>1: Developing Fine Motor Control; Using Correct Pencil Grip 2: Developing Fine Motor Control; Hand-Eye Coordination 3: Left to Right Directional Flow; Producing a Controlled Line 4: Trace, Copy and Complete Patterns; Pre-Letter Formation Practice 5: Individual Letter Formation: 's' 6: Individual Letter Formation 'a' 7: Individual Letter Formation: 't' 8: Individual Letter Formation: 'p' 9: Patterns for Forming 's', 'a', 't', 'p' 10: Individual Letter Formation: 'i'</p>	<p>11: Individual Letter Formation: 'n' 12: Individual Letter Formation: 'm' 13: Individual Letter Formation: 'd' 14: Patterns for Forming 'i', 'n', 'm', 'd' 15: Individual Letter Formation: 'g' 16: Individual Letter Formation: 'o' 17: Individual Letter Formation: 'c' 18: Individual Letter Formation: 'k' 19: Patterns for Forming 'g', 'o', 'c', 'k' 20: Individual Letter Formation: 'ck'</p>	<p>21: Individual Letter Formation: 'e' 22: Individual Letter Formation: 'u' 23: Individual Letter Formation: 'r' 24: Individual Letter Formation: 'h' 25: Individual Letter Formation: 'b' 26: Individual Letter Formation: 'f' 27: Individual Letter Formation: 'l' 28: Double Letter Formation: 'll' & 'ss' 29: Individual Letter Formation: 'j' 30: Individual Letter Formation: 'v'</p>	<p>31: Individual Letter Formation: 'w' 32: Individual Letter Formation: 'x' 33: Individual Letter Formation: 'y' 34: Individual Letter Formation: 'z' 35: Individual Letter Formation: 'q' 36: Individual Letter Formation of 'Anti-Clockwise' Round Letter Family 37: Individual Letter Formation of 'Down and Retrace Up' Letter Family 38: Forming Letters to Form Words 39: Accurate Ascenders: 'ch' 40: Forming Letters at the Correct Height: 'th'</p>	<p>41: Placing a Dot Over 'i': 'ai' 42: Forming Ascenders and Descenders: 'igh' 43: Forming Letters at the Correct Size: 'ar' 44: Forming Letters Correctly: 'oa' 45: Forming Letters Correctly: 'oi' 46: Forming Letters Correctly: 'ow' 47: Forming Letters Correctly: 'air' 48: Capital Letters 'A' and 'Z' 49: Capital Letters 'V' and 'W' 50: Capital Letters 'B' and 'D'</p>	<p>51: Capital Letters 'C' and 'G' 52: Capital Letters 'S' and 'U' 53: Capital Letters 'E' and 'F' 54: Capital Letters 'T' and 'L' 55: Patterns 56: Numeral Formation: 0, 1, 2, 3, 4 57: Numeral Formation: 5, 6, 7, 8, 9 58: Numerals and Number Words 59: Numerals and Number Words 60: Numerals and Number Words</p>
<p>Literacy - Comprehension</p> <p>Developing a passion for reading</p>	<p>I can show a preference for a book, song or rhyme.</p> <p>I can listen to a story and comment on the events.</p> <p>I can name the characters from a familiar story.</p>	<p>I can talk about events and name the characters in a story read to me.</p> <p>I can join in with rhymes and stories.</p> <p>I can fill in missing words from well-known rhymes.</p>	<p>I can show interest and answer simple questions about the text.</p> <p>I use words that I know to check my reading makes sense.</p> <p>I can identify the characters and setting of a familiar book.</p>	<p>I can demonstrate understanding when talking about what I have read.</p> <p>I can repeat words or phrases to check my reading.</p> <p>I can identify the characters and setting of a familiar book.</p> <p>I can join in with the repeated refrain from a familiar story.</p> <p>I can begin to use language from the story when discussing it.</p>	<p>I am beginning to notice if my reading makes sense and looks right.</p> <p>I think about what I already know to help me with my reading.</p> <p>I can say rhymes by heart.</p> <p>I can sometimes notice errors.</p> <p>I know that illustrations can help me make sense of my reading.</p>	<p>I can sequence a familiar story using images or objects.</p> <p>I can tell the story to another person using the book or images.</p> <p>I can make a simple prediction based on the events of a story so far.</p> <p>I can use the language from a story within role play and discussions.</p>

<p>Literacy - Word Reading</p>	<p>I can handle books correctly and follow print left to right, top to bottom.</p> <p>I can locate the title.</p> <p>I can recognise words that rhyme.</p> <p>I can identify an object when given the initial sound.</p> <p>I can say the initial sound in a given word.</p>	<p>I can link most sounds to letters.</p> <p>I am beginning to blend and segment in order to read VC and CVC words.</p> <p>I am beginning to match spoken word to written word (1 to 1 correspondence) across 2-3 lines of print.</p> <p>I can read some Phase 2 words including some tricky words.</p> <p>I can clap the syllables in a word.</p>	<p>I can locate and recall the title.</p> <p>I can read with 1-1 correspondence.</p> <p>I can read some common irregular words (Phase2/3)</p> <p>I can link sounds to letters.</p> <p>I can solve simple words by blending sounds and I check what I read makes sense and sounds right.</p> <p>I can say a sound for Phase 2 GPCS.</p>	<p>I can read and understand simple sentences.</p> <p>I can use phonic knowledge to read and decode regular words.</p> <p>I can blend CVC words verbally.</p>	<p>I can read phase 3 words (decodable and tricky)</p> <p>I can say a sound for each letter in the alphabet</p> <p>I can blend and read VC/CVC words.</p>	<p>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency.</p>
<p>Literacy - Writing</p>	<p>Talk4Writing</p> <p>We will be learning to retell the traditional story 'The Little Red Hen. We will draw our own story maps. We will also talk about instructions for making bread.</p> <ul style="list-style-type: none"> - Listen to stories and join in with repeated refrains - Sit quietly during appropriate activity - Make comments about what they have heard. - Developing confidence in talking to other children through play and adults in the classroom - Retell stories such as 'The Little Red Hen' verbally using actions. <p>We will be learning to write our name.</p> <p>Giving meaning to marks as chn draw, write and paint</p> <p><u>Genre</u> Cumulative Tale</p> <p><u>Writing area</u> Memos, shopping lists, telephone messages, appointments, prescriptions.</p> <p>Attempt to write their name in a way that they or others can recognise.</p> <p>Discuss the marks they make, e.g. "this is a car"</p>	<p>Talk4Writing</p> <ul style="list-style-type: none"> - Using language to imagine and recreate in play situations - Maintaining attention, listening and contributing during group and whole class activities. - Following a story without pictures or props. - Begin to answer simple comprehension questions. - Use talk to organise, clarify ideas, feelings and events. - Answer how and why questions - Use recently introduced vocabulary. - Use full sentences and begin to use correct tense when speaking. - Ask questions to clarify understanding. <p><u>Genre</u> Cumulative Tale</p> <p><u>Writing area</u> Jungle animal spotting forms, postcards, Christmas cards, lists and labels.</p>	<p>Talk4Writing</p> <p>We will be looking at the story language of a fairy-tale. We will write character descriptions and start to think about adjectives. We will draw and label our own story maps and innovate stories. We will write speech bubbles, letters and a wanted poster for the wolf.</p> <p>We will read an increasing range of books and continue to demonstrate our understanding when talking to others about what we have read</p> <ul style="list-style-type: none"> -Writing simple sentences - Listening to stories, commenting on story and anticipating key events. - Sequencing stories - Discuss different versions of the same fairy-tale. - Uses language to imagine and recreate roles and experiences in play situations. - Introduces a storyline or narrative into their play. - Use recently introduced vocabulary. - Ask questions to clarify understanding. <p><u>Genre</u> Recount</p> <p><u>Writing area</u> Lists, invitations, labels, signs, posters</p>	<p>Talk4Writing</p> <p>We will write our own space stories, using key features of narrative in our writing. We will write space facts..</p> <ul style="list-style-type: none"> - During play, giving attention to what others say and responding appropriately. - Introducing a story line or narrative into their play in role play, small world areas and throughout continuous provision. - Use talk to organise, sequence and clarify thinking. - Listens and responds to ideas expressed by others in conversation or discussion. - Extends vocabulary, exploring the meaning and sounds of new words. - Asking and answering questions - What do we know about space? What do we want to find out? - Use recently introduced vocabulary (Planet names) - Explain why things might happen. - Use full sentences and correct tense when speaking. Use conjunctions. <p><u>Genre</u> Nonfiction texts</p> <p><u>Writing area</u> Expedition, picnic and shopping lists</p>	<p>Talk4Writing</p> <p>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 texts. 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.</p> <p>Finding information from nonfiction books, using contents pages and the index.</p> <p>Children will be encouraged to answer 'how' and 'why' questions about minibeasts and be encouraged to extend their answers.</p> <ul style="list-style-type: none"> - Extends vocabulary, exploring the meaning and sounds of new words. - Explain why things might happen. - Use full sentences and correct tense when speaking. - Ask questions to clarify understanding. <p><u>Genre</u> Instructions, non-fiction</p> <p><u>Writing area</u> Lists, observation sheets, postcards, diaries, maps, signs, stories, fact posters.</p> <p>Form all letters of the alphabet.</p>	<p>Talk4Writing</p> <p>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. 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>Describe the main events in stories they have read. Expressing views about characters and why things happened.</p> <p>Listening with sustained concentration to follow stories.</p> <ul style="list-style-type: none"> - Use recently introduced vocabulary. - Ask and answer questions. - Explain why things might happen. - Use full sentences and correct tense when speaking. Use conjunctions. <p><u>Genre</u> Poetry (Commotion in the Ocean)</p> <p><u>Writing area</u> Brochures, information leaflets, receipts, price lists, poems</p> <p>Write VC/CVC words that can be read by themselves or others.</p>

			<p>Menus and order forms for Chinese restaurant</p> <p>Write their name with correct formation. Form Phase 2 letters recognisably. Segment CVC words verbally. Write the initial and middle sounds for a CVC word.</p>	<p>Maps, labels, signs, posters, space brochure</p> <p>Passports for space, space diary / log</p>		
Computing	<p>Name of Unit: Technology Around Us</p> <ul style="list-style-type: none"> - Encounter, investigate and talk about technological devices that are around us - Develop the vocabulary and understanding required to discuss our online experiences, including when and how to recognise and share concerns about our safety and wellbeing, including online. <p>Using the IWB and iPad to support learning. Use Bee Bots to programme directions.</p>	<p>Online Safety: Be Internet Brave Thinkuknow Jessie & Friends Episode 1</p>	<p>Online Safety: Be Internet Brave Be Internet Legends Family Adventure Episode 1</p>	<p>Online Safety: Be Internet Brave Be Internet Legends Family Adventure Episode 2</p> <p>Keeping a photo diary of our growing plants. -Minibeast animation.</p>	<p>Online Safety: Be Internet Brave Be Internet Legends Family Adventure Episode 3</p>	
<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Art and Design Drawing / Painting: Portraits and Buildings</p> <p>Colour Line Shape Space</p> <p>1: Take Inspiration: own experiences, human form, observation from photographs 2: Try Out New Ideas: creating shapes using line, exploring different types of line 3: Create a Piece of Art</p> <p>Music: Me! Style: Wide variety of musical styles as an introduction.</p> <ul style="list-style-type: none"> - 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>Creating with materials. Enjoy mark-making opportunities.</p>	<p>Design and Technology Textiles: Sewing</p> <p>Design, make and evaluate a Christmas card (product) for a chosen person (user) for showing appreciation and celebrating (purpose).</p>  <p>1: What products already exist? <i>Evaluate</i> 2: What is our design criteria? How can our product be purposeful, functional and appealing? <i>Design</i> 3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i> 4: How effectively does my product meet its purpose? <i>Evaluate</i></p> <p>Music: My Stories Style: Wide variety of musical styles as an introduction.</p> <ul style="list-style-type: none"> - Listening and responding to different styles of music 	<p>Design and Technology Structures: Constructing</p> <p>Design, make and evaluate a castle (product) for other children (user) for playing in (purpose).</p>  <p>1: What products already exist? <i>Evaluate</i> 2: What is our design criteria? How can our product be purposeful, functional and appealing? <i>Design</i> 3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i> 4: How effectively does my product meet its purpose? <i>Evaluate</i></p> <p>Music: Everyone! Style: Wide variety of musical styles as an introduction.</p> <ul style="list-style-type: none"> - Listening and responding to different styles of music 	<p>Art and Design Drawing / Painting: Space</p> <p>Colour Pattern Line Shape Space</p> <p>1: Take Inspiration: observation from photographs, Matisse (colour) 2: Try Out New Ideas: creating shapes using line, choosing colours, exploring patterns in space 3: Create a Piece of Art</p> <p>Music: Our World Style: Wide variety of musical styles as an introduction.</p> <ul style="list-style-type: none"> - 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>Creating with materials.</p>	<p>Art and Design Sculpture: Insect Sculptures</p> <p>Texture Form Space</p> <p>1: Take Inspiration: the natural environment 2: Try Out New Ideas: using a variety of materials and tools, exploring different arrangements of materials and balances of textures and forms 3: Create a Piece of Art</p> <p>Design and Technology Food: Space Biscuits</p> <p>Design, make and evaluate a decorated biscuit (product) for themselves (user) for eating and enjoying (purpose).</p>  <p>1: What products already exist? <i>Evaluate</i> 2: What is our design criteria? How can our product be purposeful, functional and appealing? <i>Design</i> 3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i></p>	<p>Design and Technology Mechanisms: Boats</p> <p>Design, make and evaluate a boat (product) for the bear (user) for helping them cross the river safely (purpose).</p>  <p>1: What products already exist? <i>Evaluate</i> 2: What is our design criteria? How can our product be purposeful, functional and appealing? <i>Design</i> 3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i> 4: How effectively does my product meet its purpose? <i>Evaluate</i></p> <p>Music: Reflect, Rewind and Replay Style: Classical</p>

	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Use objects as representations in pretend play, e.g. a cuboid block as a telephone. Use blocks/construction toys to build "small worlds" e.g. a pig in a farm.</p> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives (Talk4Writing) <p>Respond to music with movement. Request a favourite song/rhyme. Know and join in with some nursery rhymes or favourite songs and poems. Take part in simple, pretend play often based on familiar experiences, e.g. making dinner.</p>	<ul style="list-style-type: none"> - 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>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Fireworks streamer dance, - Make jungle music - Animal dance, rap <p>Develop storylines through small-world or role-play.</p>	<ul style="list-style-type: none"> - 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>Creating with materials. Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys).</p> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Chinese Lion dance. - Using instruments for sound effects. 	<p>Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys). Talk about what they like or could improve about what they have created. Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent "upstairs" when their pretend-play requires it. Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait.</p> <p>Being Imaginative and Expressive Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat. Keep a beat using a musical instrument or body percussion. Perform familiar sings/rhymes in small groups. Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks. Retell parts of familiar stories through use of puppets, toys, masks or small-world.</p>	<p>4: How effectively does my product meet its purpose? <i>Evaluate</i></p> <p>Music: Big Bear Funk Style: Funk</p> <ul style="list-style-type: none"> - 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>Creating with materials. Produce more detailed representations (drawings, paintings, models) and discuss the features they have included. Return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable.</p> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Outdoor stage marked with chalk to make music and dance – Creepy Crawly Calypso - Using instruments for sound effects and writing simple scores. <p>Discuss changes or patterns they hear when listening to music, e.g. "It starts slowly but gets faster and faster". Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping.</p>	<ul style="list-style-type: none"> - Revision of Units for a performance, a context for the History of Music and the Language of Music. <p>Creating with materials. Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature. Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose, e.g. "I used sellotape because the glue was too runny to hold something heavy".</p> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Using instruments for composing water music and writing simple scores. - Use natural materials. <p>Begin exploring how we can change a song/rhyme (e.g. the words, tempo, volume) to create a desired effect. Create more complex narratives in their pretend play, building on the contributions of their peers. Organise themselves into collaborative creative opportunities (role play, performance, artwork).</p>
R.E.	<p>Thankfulness Is it important to give thanks?</p> <p>Christian traditions</p>	<p>Celebration How do people celebrate special occasions?</p>	<p>Special Food What food is special for people?</p> <p>Christian traditions</p>	<p>Symbols and New Life How do people celebrate and remember new life?</p>	<p>Creation (1) What do people see in the world around them?</p>	<p>Special Clothes What clothes are special for people?</p> <p>Christian traditions</p>

	<p>Jewish traditions</p> <p>A: love, thankfulness B: C: Sukkot (J), Harvest (C)</p>	<p>Christian traditions Jewish traditions Sikhi faith traditions Hindu traditions Buddhist traditions Muslim traditions</p> <p>A: celebration, gift B: C: Christmas (C)</p> <p>UC: Incarnation (1): Why do Christians perform nativity plays at Christmas?</p>	<p>Jewish traditions Sikhi faith traditions</p> <p>A: special B: C: kosher (J), langar (S), Communion (C)</p>	<p>Christian traditions</p> <p>A: new life B: symbol C: Easter (C)</p> <p>UC: Salvation (1): Why do Christians put a cross in an Easter garden?</p>	<p>Christian traditions</p> <p>A: creation B: god C:</p> <p>UC: God (1) / Creation (1): Why is the word 'god' so important to Christians?</p>	<p>Jewish traditions Sikhi faith traditions Buddhist traditions Muslim traditions</p> <p>A: special B: C: kippah (J), turban (S), hijab (M)</p>
<p>Understanding the World</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p><u>The Natural World</u></p> <ul style="list-style-type: none"> - Baking bread and chapatis – looking at changes. - Who is in our family? Discussing family members and identifying similarities and differences. <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> - Celebrating Harvest - Being thankful. - We will learn about the festival Sukkot (Thankfulness) <p>Notice similarities and differences between people, reflecting on differences positively. Know that they may come from a different country from other children and understand that these are different places. Show interests in different occupations, e.g. role-playing police or doctors.</p> <p><u>Past and present</u> Talk about family life. Thinking about past and present events in our life. Visits from and to the school nurse, Vicar, Headteacher, office staff. What do they do?</p> <p>Discuss who is in their family and show some sense of their own history, e.g. “I was born first and then the twins” or “before I was born, Mummy lived in Spain but now we live in London”.</p>	<p><u>The Natural World</u></p> <p>Explore Druitt Gardens, observing and drawing Autumn seeds, patterns and colour. Experience Autumn as a season and learn about different seasons. Similarities and differences in environments (jungle).</p> <p>Make simple drawings of natural objects, e.g. leaf. Show understanding that we need to care for living things, e.g. watering plants, handling insects gently. Use their senses to explore natural materials and describe what they observe, e.g. “a heavy log” “wet leaves”.</p> <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> - Describe immediate environment. - In RE, celebrating Jesus’ birthday. Learning about the Nativity. - Why do Christians perform Nativity plays at Christmas? <p><u>Past and present</u> What was it like when Jesus was born? Similarities and differences between Jesus as a baby and a baby now. Learning about the past through the Nativity story.</p> <p>Jungles <u>EQ: What is similar or different about my home to the jungle?</u></p>	<p><u>The Natural World</u></p> <ul style="list-style-type: none"> - Looking at growth and change – observe and draw growing beans, cress. - Looking at properties of materials – Three Little Pigs. <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> - In R.E. thinking about how we can help others. Looking at associated Bible stories. - <i>Chinese New Year.</i> - Looking at similarities and differences between themselves and different religious and cultural community. <p><u>Past and present</u> Visit to Library – what does a librarian do?</p> <p>Discuss people in the community around them describing their roles, interests or news about them. Talk about their own experiences with these people, e.g. priest, nurses/doctors. Share their experiences of local features of our community. Know the church is special to Christians.</p> <p>China <u>EQ: What is life like in China?</u></p> <p>1: What would I need to go on an adventure? <i>Enquiry</i> 2: How can I get to a different place? <i>Enquiry</i></p>	<p><u>The Natural World</u></p> <p>Investigating using the Light table – Looking at different environments on different planets. Seasons. Alien in ice – how will you free it? (Melting into water)</p> <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> - 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 - Our environment - how we can care for God’s world - think about pollution and how we can help the planet. <p><u>Past and present</u> Learning about the past through the Easter story.</p> <p>Discuss change in seasons from Summer > Autumn, and then Autumn > Winter. Make reference to changes to the natural world, weather and our habits. Make careful observations (e.g. “The ice has melted; look it’s a puddle now”) and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt.</p> <p>Seasons <u>EQ: How do the seasons change?</u></p>	<p><u>The Natural World</u></p> <p>Minibeast hunts in school grounds and Druitt gardens. Learning about, drawing and 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.</p> <p>Offer simple, logical explanations for what they have observed, e.g. “Maybe it melted because the weather is warmer” or “It is light so I think that helps it float”. Drawings show closer observation of details they have observed, e.g. an attempt to represent the veins on a leaf. Use modelled, topical vocabulary in discussion.</p> <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> - Describe immediate environment – school grounds and Druitt Gardens. - In RE thinking why the word “God” is so important to Christians. - Talk about our likes and dislikes (understanding that we don’t all like the same things). - Ascension Day 	<p><u>The Natural World</u></p> <p>Explore and observe the natural world – visits to the Sea Life Centre and Christchurch Quay. Drawing pictures of sea life creatures. Similarities and differences between environments and habitats through comparing Sea Life with Christchurch Quay. How do we look after the world we live in? Conservation. Investigating floating and sinking.</p> <p>Talk about differences between materials and changes they notice in simple terms, e.g. when cooking, melting ice etc. Talk about forces they feel, e.g. water pushing a boat up to float, elastic bands stretching, magnets.</p> <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> - Describe immediate environment – Christchurch Quay. - Dragon Boat Festival - similarities and differences between communities (the importance of respect). - In RE, we will think about special places (immediate environment). - Learn some Old Testament Stories e.g. Noah’s Ark, Creation, Jonah and the Whale - How water is used in Christianity. - Arts week

	<p>Our Lives <u>EQ: How have we changed over our lifetimes?</u></p> <p>1: Who am I now? <i>Chronology</i> 2: How was I different when I was a baby? <i>Connection</i> 3: How have I changed between being a baby and now? How do I know? <i>Chronology Connection Evidence</i></p> <p>Home <u>EQ: How is my home special?</u></p> <p>1: What is inside my home like? <i>Place</i> 2: What is outside my home like? <i>Place</i> 3: What different environments are there? <i>Place</i></p>	<p>1: What plants do you find in the jungle? <i>Place</i> 2: What animals do you find in the jungle? <i>Place</i> 3: What plants would you find in my area? <i>Place</i> 4: What animals would you find in my area? <i>Place</i> 5: What is similar or different about my area to the jungle? <i>Place</i></p>	<p>3: What is China like? What plants do they have? What food do they eat? <i>Location Place</i> 4: How can I describe environments? <i>Processes</i> 5: What are the similarities between China and my area? <i>Place</i></p>	<p>1: What is the season of autumn like? <i>Processes</i> 2: What is the season of winter like? <i>Processes</i> 3: What is the season of spring like? <i>Processes</i> 4: What is the season of summer like? <i>Processes</i></p>	<p>Look at maps of our school/area and discuss the features they notice. Make their own maps. Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival. Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. "There are no lions in England but there are in Africa" or "In Spain, the weather is warmer than here".</p> <p>Past and present Discuss images of the past and contrast them in discussion, e.g. "They are travelling on a horse and cart because there were no cars like we have then". Listen to, respond and ask questions about fiction & non-fiction books about characters from the past.</p> <p>Environment <u>EQ: What is our environment like?</u></p> <p>1: What can I find in the classroom? What does the classroom look like? <i>Place Enquiry</i> 2: What can we find in our school grounds? What does the school look like? <i>Place Enquiry</i> 3: What can we find in Druitt gardens? What does Druitt gardens look like? <i>Place Enquiry</i></p>	<p>- Explain some similarities and differences between life in this country and another country.</p> <p>Past and present Past events in our life – past holidays. Discuss images of the past and contrast them in discussion, e.g. "They are travelling on a horse and cart because there were no cars like we have then". Listen to, respond and ask questions about fiction & non-fiction books about characters from the past. Discuss past and upcoming events within their own family, e.g. "When I was a baby, I had a Christening" or "At my third birthday, I had a dinosaur cake" Understand that the past is the time "before now".</p> <p>Holidays in the Past <u>EQ: Where have I been in the past?</u></p> <p>1: What are the most significant events that have happened this year? <i>Significance</i> 2: How can we put events from our school year into order? <i>Chronology</i> 3: What's changed and stayed the same between the beginning of the year and now? <i>Connection</i> 4: Where have I been on holiday and how can we put them into order? <i>Chronology</i></p> <p>Water <u>EQ: Why do we need to look after water?</u></p> <p>1: Where is the nearest water? <i>Place</i> 2: How can we describe Christchurch Quay? <i>Processes</i> 3: What is the difference between the river and the sea? <i>Processes</i> 4: How do humans affect the planet? <i>Responsibility</i></p>
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<p>Physical development</p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</p>	<p>Jumping The unit of work will explore jumping, in different directions, at different speeds, different levels, heights and distances. Pupils will learn how and why we jump, using our head, arms and feet, applying the basic jumping technique</p> <p>Walking The unit of work will explore walking using different body parts in different directions, at different levels and at different speeds. Pupils will learn how to apply their walking skills into games.</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Manipulate objects to develop fine motor skills - Hold pencils/paint brushes beyond whole hand grasp - Show preference for dominant hand - Taking shoes off and putting them on 	<p>High, low, over, under The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in high and low ways on the floor and on the apparatus. Pupils will self-select where to work, explore movements and balances and start to identify features of other pupils' work.</p> <p>Gymnastics – Moving The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in big and small ways on the floor and on apparatus. Pupils will work in pairs to explore creating movements and balances with a partner.</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Holding a pencil correctly and using it with good control. - Use a range of small tools. - Develop muscle tone to put pencil pressure on paper - Use tools to effect changes to materials - Engage children in structured activities: guide them in what to draw, write or copy. - Teach and model correct letter formation. 	<p>Hands 1 – Ball skills The unit of work will explore different ways of using our hands to move with a ball, keeping control. Pupils will explore rolling, pushing and bouncing a ball with a partner.</p> <p>Hands 2 – Ball skills The unit of work will explore the different ways of throwing, rolling and stopping a ball. Pupils will start to learn why we need to aim when we are throwing and understand how to be ready to catch too.</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Handwriting – practise using sand, shaving foam. - Begin to form letters correctly - Handle tools, objects, construction, and malleable materials with increasing control - Encourage children to draw freely. - Holding Small Items - Button Clothing / zips - Cutting with Scissors 	<p>Dance – Nursery Rhymes The unit of work will enable pupils to explore creating simple movement sequences that relate to specific words in different nursery rhymes. Pupils will add movements together to form sequences and begin to explore character movements with a partner.</p> <p>Dance – Ourselves The unit of work will enable pupils to explore creating simple movement sequences. Pupils will respond to words and music using their bodies and props. Pupils will explore movements such as creeping, tiptoeing and hiding as they try to become different characters.</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Hold pencil effectively with comfortable grip - Forms recognisable letters most correctly formed 	<p>Feet 1 The unit of work will enable pupils to explore moving with a ball using their feet. Pupils will develop their technique of dribbling the ball and understand where and why we dribble, keeping control.</p> <p>Dance Children will be learning a dance for their summer fayre. They will develop on performing sequences as a whole class and individual sequences. They will also be performing this in front of an audience.</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Writing on lines and controlling letter size. - Accuracy and care when drawing. - Develop pencil grip and letter formation continually - Use one hand consistently for fine motor tasks - Cut along a straight line with scissors - Start to cut along a curved line, like a circle 	<p>Games for understanding The unit of work will explore why we need to follow the rules and keep the score during a game. Pupils will learn how to apply very simple tactics for attacking and defending in games.</p> <p>Dance Children will be learning a dance for their summer fayre. They will develop on performing sequences as a whole class and individual sequences. They will also be performing this in front of an audience.</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Form letters correctly - Cut a shape out using scissors - Begin to draw diagonal lines, like in a triangle - Start to colour inside the lines of a picture - Draw pictures that are recognisable
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Fine Motor Skills – continually developed throughout the year

- 'Funky Fingers'- fine motor control activities
 - Dough Disco
- Learn to hold a pencil with correct pencil grip
 - Using cutlery to eat
- Threading, cutting, weaving, manipulating playdough