







EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic Title</b>	Marvellous Me 	Let's Celebrate 	Once upon a time... Traditional tales 	Are we nearly there yet? - Journeys and Transport 	Growing and the great outdoors 	Watch out, dinosaurs are about 
<b>General Themes</b> (These may be altered depending on the children's interests)	Starting School My family My friends Seasons - Autumn and how things change including ourselves	Celebrating Autumn Special Celebrations and festivals Bonfire Night Diwali Hannukah Christmas	Traditional Tales Seasons – Winter and into Spring	Vehicles Methods of transport Seasons - Spring	Minibeasts Seasons - Summer Nature Growth	Dinosaurs Our world where we live Recycle, Reuse.
<b>Key Texts</b>	Rainbow Fish Elmer stories Alfie Gives a Hand and other stories in series The Blue Balloon Kipper's Birthday The Enormous Turnip Pumpkin Soup Stone Soup	Assorted non-fiction texts related to above celebrations Nativity texts The Jolly Christmas Postman	Goldilocks and the Three Bears The Three Little Pigs Jack and the Beanstalk Hansel and Gretel The Jolly Postman	The Naughty Bus The Train Ride Oi, get off my train Mr Gumpy stories Mrs Armitage stories Non-fictions texts – People Who Help Us	What the Ladybird Heard Yucky Worms The Very Hungry Caterpillar and other Eric Carle stories	Dinosaurs - non-fiction Harry and the Bucketful of Dinosaurs Tom and the Island of Dinosaurs Dinosaur Roar
<b>Trips</b>	Visit to the church – introduction Visit to the church – Harvest service	Visit to the church – Advent service		Visit to the church – Lent prayer stations Visit to the church – Easter service		Wingham Wildlife Park
<b>Parent Sharing Opportunities</b>	Meet the Team - Welcome to Reception Presentation Parent consultations	Phonics Workshop - including early reading Christmas Nativity Play	Maths Workshop - followed by parents joining a carousel of Maths activities Parent consultations	Write Dance Parent Workshop	Writing Workshop Bridge Proms	Sports Day Written Annual Report
<b>Other</b>		Forest School	Forest School	Forest School	Forest School	Forest School
	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, circle times, Jigsaw/PSHE sessions, continuous and linked provision sessions, story sessions, singing, speech and language interventions, worships and any other weekly interventions.					
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>Language link assessments</li> <li>Speech link assessments, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Listening to an adult and peers</li> <li>Being able to repeat what a friend or adult said</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to listen well and why this is important</li> </ul>	<ul style="list-style-type: none"> <li>To listen attentively during a story, with focus</li> <li>To talk in some detail about what</li> </ul>	<ul style="list-style-type: none"> <li>To talk about what I am doing with an adult or peers with some detail, connecting different</li> </ul>	<ul style="list-style-type: none"> <li>Language link assessment reviews</li> <li>Speech link assessments</li> </ul>

<b>Listening, Attention and Understanding</b>  <b>Speaking</b>	<ul style="list-style-type: none"> <li>• Making friends</li> <li>• What makes a good friend</li> <li>• Learning to listen to an adult</li> <li>• Listening to a friend</li> <li>• Listening in a group or whole class and how to be successful at this</li> <li>• Singing nursery rhymes or songs</li> <li>• Learning the new 'language' of school and the routines of the day</li> <li>• Talking about likes and dislikes and what is special to them</li> </ul>	<ul style="list-style-type: none"> <li>• Follow an instruction given by an adult</li> <li>• Join in with peers by following their conversation or line of play/enquiry</li> <li>• Listen to stories and begin to talk about what they have heard</li> <li>• Engage with non-fiction texts</li> <li>• Use words learnt from stories and new experiences in play</li> </ul>	<ul style="list-style-type: none"> <li>• To use language well, involving longer sentences</li> <li>• Using new vocabulary learnt during the day</li> <li>• To listen and talk about stories and what they liked and disliked</li> <li>• Talking to friends about likes and dislikes</li> <li>• Learn new rhymes and songs</li> <li>• Retell familiar stories</li> </ul>	<p>they are doing with adults and peers</p> <ul style="list-style-type: none"> <li>• Talk about and describe what is happening around them in detail, using new vocabulary</li> <li>• Ask and answer questions using who, what, where, when and why</li> </ul>	<p>ideas together and forming part of a conversation</p> <ul style="list-style-type: none"> <li>• Engage in fiction and non-fiction texts and talk about these</li> <li>• Retell stories using their own words and ideas</li> <li>• Answering questions about what they have read or said</li> </ul>	<p>reviews, as appropriate</p> <ul style="list-style-type: none"> <li>• Articulating to friends and adults what they have been learning about and give comments, feelings and ideas in full sentences</li> <li>• Discuss learning and choices giving reasons and justification for these</li> </ul>
<b>Personal, Social and Emotional Development</b>  <b>Self-Regulation</b>  <b>Managing Self</b>  <b>Building Relationships</b>	<p><u>Jigsaw PSHE - Being Me in my World</u></p> <ol style="list-style-type: none"> <li>1. Who Me</li> <li>2. Self-identity</li> <li>3. Understanding feelings</li> <li>4. Being in a classroom</li> <li>5. Being gentle</li> <li>6. Rights and responsibilities</li> </ol> <ul style="list-style-type: none"> <li>• New beginnings</li> <li>• Learning new rules and class routines</li> <li>• Seeing themselves as part of a new group</li> <li>• Trying new activities</li> </ul>	<p><u>Jigsaw PSHE – Celebrating Difference</u></p> <ol style="list-style-type: none"> <li>1. Identifying talents</li> <li>2. Being special</li> <li>3. Families</li> <li>4. Where we live</li> <li>5. Making friends</li> <li>6. Standing up for yourself</li> </ol> <ul style="list-style-type: none"> <li>• Class rules and routines</li> <li>• What makes a good friend?</li> <li>• Sharing and understanding how to be part of a group without conflict</li> </ul>	<p><u>Jigsaw PSHE – Dreams and Goals</u></p> <ol style="list-style-type: none"> <li>1. Challenges and Perseverance</li> <li>2. Goal-setting</li> <li>3. Overcoming obstacles</li> <li>4. Seeking help</li> <li>5. Jobs</li> <li>6. Achieving goals</li> </ol> <ul style="list-style-type: none"> <li>• Class rules and routines</li> <li>• Learning to try new 'things' and that we just might not be able to do it 'yet'</li> <li>• Identify and moderate their own</li> </ul>	<p><u>Jigsaw PSHE – Healthy Me</u></p> <ol style="list-style-type: none"> <li>1. Exercising bodies</li> <li>2. Physical activity</li> <li>3. Healthy food</li> <li>4. Sleep</li> <li>5. Keeping clean</li> <li>6. Safety</li> </ol> <ul style="list-style-type: none"> <li>• Remembering rules and why rules are important?</li> <li>• Understanding how our own actions can affect others</li> <li>• Learn how others can help us to find solutions to conflict</li> </ul>	<p><u>Jigsaw PSHE – Relationships</u></p> <ol style="list-style-type: none"> <li>1. Family life</li> <li>2. Friendships</li> <li>3. Breaking friendships</li> <li>4. Falling out</li> <li>5. Dealing with bullying</li> <li>6. Being a good friend</li> </ol> <ul style="list-style-type: none"> <li>• Building constructive and respectful relationships</li> <li>• Encourage to think about own feelings and those of others by giving explicit examples of how others might feel in particular situation.</li> </ul>	<p><u>Jigsaw PSHE – Changing Me</u></p> <ol style="list-style-type: none"> <li>1. Bodies</li> <li>2. Respecting my body</li> <li>3. Growing up</li> <li>4. Growth and change</li> <li>5. Fun and fears</li> <li>6. Celebrations</li> </ol> <ul style="list-style-type: none"> <li>• Celebrating our successes this year</li> <li>• Winning and losing - Sports Day</li> <li>• Thinking about the perspectives of others</li> </ul>

	<ul style="list-style-type: none"> <li>• Playing with others</li> <li>• Sharing</li> <li>• What is a friend?</li> <li>• How to ask for help</li> <li>• Learning to listen</li> <li>• Knowing what is a good choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Being confident to have a try at new things</li> <li>• Seeing themselves as a valuable individual</li> <li>• Identifying and celebrating differences</li> <li>• How are we special?</li> <li>• How are we unique?</li> </ul>	feelings socially and emotionally.	<ul style="list-style-type: none"> <li>• How can we stay healthy? How to make good choices with this</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for our world around us</li> </ul>	<ul style="list-style-type: none"> <li>• Being resilient and persevering in the face of challenge=</li> <li>• Identifying how we feel and understand that we can manage these feelings by ourselves</li> <li>• Transition</li> </ul>
<p><b>Physical Development</b></p> <p><b>Gross Motor Skills through Art sessions (Write Dance), P.E.</b></p> <p><b>Fine Motor Skills through morning activities, dough disco sessions, continuous and linked provision activities and interventions as appropriate</b></p>	<p><u>Greenacre P.E. scheme – Agility</u></p> <ul style="list-style-type: none"> <li>• To explore and discover spatial awareness.</li> <li>• To explore different types of travelling within a specific area and being aware of others.</li> <li>• To explore using arms and legs to help development movement within a specific area and in different directions.</li> <li>• To develop coordination and agility to run skilfully, change directions and move within space.</li> </ul>	<p><u>Greenacre P.E. scheme – Jumping</u></p> <ul style="list-style-type: none"> <li>• To explore how to jump and land safely on the ground or off an object.</li> <li>• To develop how to jump vertically/forward, in different directions and making different shapes with control.</li> <li>• To develop coordination when trying to link running and jumping together.</li> </ul>	<p><u>Greenacre P.E. scheme – Balance</u></p> <ul style="list-style-type: none"> <li>• To explore different ways to hold a static balance using hands and feet, either standing or seated.</li> <li>• To explore different ways to balance with a partner.</li> <li>• To explore different ways to balance using small body parts.</li> <li>• To explore different ways to balance using large body parts.</li> <li>• To learn how to balance with different equipment.</li> </ul>	<p><u>Greenacre P.E. scheme – Play</u></p> <ul style="list-style-type: none"> <li>• To explore how the body moves through dance.</li> <li>• To find different ways to move around by playing games.</li> <li>• To develop a variety of ways to move.</li> <li>• To understand personal strengths and weaknesses through play.</li> <li>• To be artistic and imaginative through basic gymnastics. To understand the importance of exercise.</li> </ul>	<p><u>Greenacre P.E. scheme – Coordination and Tennis – skills from agility and coordination will be taught throughout Tennis lessons</u></p> <ul style="list-style-type: none"> <li>• To explore using hand and sports equipment, either individually or with a partner.</li> <li>• To develop hand/eye coordination using equipment.</li> <li>• To develop foot/eye coordination using equipment.</li> <li>• To explore and develop the use of coordination using unilateral movements (one limb) and bilateral movements (both limbs working together).</li> </ul>	<p><u>Greenacre P.E. scheme – Target and Tennis – skills from agility and target will be taught throughout Tennis lessons</u></p> <ul style="list-style-type: none"> <li>• To develop aiming and accuracy when working as a team to roll the ball to a target/through a tunnel/kicking a football towards a goal/aiming into a basketball hoop/putting with a golf club/returning a ball using a racket.</li> <li>• To explore the underarm throw when aiming towards a target/passing</li> </ul>

						and throwing with a partner. • To use the overhead throw to develop aiming in different directions and heights.
Literacy (including phonics)	Phase 2 graphemes - s,a,t,p,i,n,m,d,g,o,c,k ck,e,u,r,h,b,f,l	Phase 2 graphemes - ff,ll,ss,j,v,w,x,y z,zz,qu,ch,sh,th,ng,nk	Phase 3 graphemes - ai,ee,igh,oa,oo, <b>oo</b> ,ar,or ur,ow,oi,ear,air,er,words with double letters – dd,mm,tt,bb,rr,gg,pp,ff	Review Phase 3 - ai ee igh oa oo ar or ur <b>oo</b> ow oi ear er air, words with double letters, words with two or more digraphs, longer words Words ending in “ing”, compound words, longer words Words with s in the middle /z/ s, words ending –s, words with –es at end /z/	Phase 4 - Short vowels - CVCC words, CCVC words, CCVCC, CCCVC, CCCVCC words, longer words, compound words, root words ending in ing, ed /t/, ed /id/ /ed/, est Tricky words – said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Phase 4 - Long vowel sounds – CVCC, CCVC, CCCVC, CCV, CCVCC words Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es Root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Root words ending in: –er, –est longer words Tricky words - review all taught so far, secure spelling
Comprehension	Tricky words – is, I, the	Tricky words – put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be	Tricky words – was, you, they, my, by, all, are, sure, pure	Words ending in “ing”, compound words, longer words Words with s in the middle /z/ s, words ending –s, words with –es at end /z/	Tricky words – said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Root words ending in: –er, –est longer words Tricky words - review all taught so far, secure spelling
Word Reading		Words with /s/ added at the end, Words ending in s /z/ and with s /z/ added at the end		Tricky words - review all taught so far, secure spelling		
Writing	<ul style="list-style-type: none"> <li>Drawing, scribbling, wavy scribbles or mock handwriting</li> <li>Letter like forms or mock letters</li> </ul>	<ul style="list-style-type: none"> <li>Drawing, scribbling, wavy scribbles or mock handwriting</li> <li>Letter like forms or mock letters,</li> <li>Beginning word and phrase writing</li> </ul>	<ul style="list-style-type: none"> <li>Transitional writing, invented or phonetic spelling,</li> <li>Beginning word and phrase writing</li> </ul>	<ul style="list-style-type: none"> <li>Transitional writing, invented or phonetic spelling,</li> <li>Beginning word and phrase writing</li> </ul>	<ul style="list-style-type: none"> <li>Invented or phonetic spelling,</li> <li>Beginning word and phrase writing,</li> <li>Conventional spelling and sentence writing</li> </ul>	<ul style="list-style-type: none"> <li>Invented or phonetic spelling, beginning word and phrase writing,</li> <li>Conventional spelling and sentence writing</li> </ul>
Maths (taken from NCETM materials and	<ul style="list-style-type: none"> <li>Identify when a set can be subitised and when counting is needed.</li> </ul>	<ul style="list-style-type: none"> <li>Identify when a set can be subitised and when counting is needed.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop subitising skills for numbers within and beyond 5, and</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop subitising skills for numbers within and beyond</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop counting skills, counting larger sets as well as counting</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop counting skills, counting larger sets as well</li> </ul>

<p><b>White Rose Maths)</b></p> <p><b>Number</b></p> <p><b>Numerical Patterns</b></p>	<ul style="list-style-type: none"> <li>• Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame.</li> <li>• Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills.</li> <li>• Spot smaller numbers 'hiding' inside larger numbers.</li> <li>• Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>• Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>• Develop counting skills and knowledge,</li> </ul>	<ul style="list-style-type: none"> <li>• Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame.</li> <li>• Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills.</li> <li>• Spot smaller numbers 'hiding' inside larger numbers.</li> <li>• Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>• Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>• Develop counting skills and knowledge,</li> </ul>	<p>increasingly connect quantities to numerals</p> <ul style="list-style-type: none"> <li>• Begin to identify missing parts for numbers within 5</li> <li>• Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>• Focus on equal and unequal groups when comparing numbers</li> <li>• Understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>• Sort odd and even numbers according to their 'shape'</li> <li>• Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>• Order numbers and play track games</li> <li>• Join in with verbal counts beyond 20, hearing the repeated pattern</li> </ul>	<p>5, and increasingly connect quantities to numerals</p> <ul style="list-style-type: none"> <li>• Begin to identify missing parts for numbers within 5</li> <li>• Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>• Focus on equal and unequal groups when comparing numbers</li> <li>• Understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>• Sort odd and even numbers according to their 'shape'</li> <li>• Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>• Order numbers and play track games</li> <li>• Join in with verbal counts beyond 20,</li> </ul>	<p>actions and sounds Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</p> <ul style="list-style-type: none"> <li>• Compare quantities and numbers, including sets of objects which have different attributes</li> <li>• Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>• Begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>• Continue to identify when sets can be subitised and when counting is necessary</li> <li>• Develop conceptual subitising skills including when using a rekenrek</li> </ul>	<p>as counting actions and sounds Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</p> <ul style="list-style-type: none"> <li>• Compare quantities and numbers, including sets of objects which have different attributes</li> <li>• Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>• Begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>• Continue to identify when sets can be subitised and when counting is necessary</li> <li>• Develop conceptual subitising skills</li> </ul>
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	<p>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 1:1 correspondence; understanding that anything can be counted, including actions and sound</p> <ul style="list-style-type: none"> <li>• Compare sets of objects by matching</li> <li>• Begin to develop the language of 'whole' when talking about objects which have parts</li> </ul>	<p>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 1:1 correspondence; understanding that anything can be counted, including actions and sound</p> <ul style="list-style-type: none"> <li>• Compare sets of objects by matching</li> <li>• Begin to develop the language of 'whole' when talking about objects which have parts</li> </ul>	<p>within the counting numbers</p>	<p>hearing the repeated pattern within the counting numbers</p>		<p>including when using a rekenrek</p>
<p><b>White Rose Maths materials</b></p>	<ul style="list-style-type: none"> <li>• <b>Getting to Know You and Just Like Me</b> – comparison of size, mass and capacity, exploring pattern</li> </ul>	<ul style="list-style-type: none"> <li>• <b>It's Me 1,2,3</b> – representing, comparing, composing number, circles and triangles, positional language</li> <li>• <b>Light and Dark</b> – one more and less, 4 sided shapes and time.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Alive in 5</b> – introducing zero, comparing, composing numbers to 5, comparing mass and capacity</li> <li>• <b>Growing 6, 7, 8</b> – combining two amounts, making pairs, length and height, time.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Building 9 and 10</b> - counting to 9 and 10, comparing 9 and 10, number bonds to 10, 3D shapes, spatial awareness, patterns</li> <li>• <b>Consolidation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>To 20 and beyond</b> – build numbers beyond 10, count patterns to 10, spatial reasoning, match, rotate, manipulate</li> <li>• <b>First, then, now</b> – adding more, taking away, spatial reasoning, composing and decomposing numbers</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Find my pattern</b> – doubling, sharing, grouping, even and odd numbers, spatial reasoning, visualising and building.</li> <li>• <b>On the move</b> – deepening understanding, patterns and relationships, spatial mapping, mapping</li> </ul>



<b>Understanding the World</b>  <b>Past and Present</b>  <b>People, Culture and Communities</b>  <b>The Natural World</b>	Children's Birthdays Seasons – Autumn Walk  R.E. – Creation – Why is the word 'God' so important to Christians	Children's Birthdays Bonfire Night Diwali Christmas Patron Saints - St. Andrew's Day  R.E. – Old Testament stories – which stories are special and why? Incarnation – Why do Christians perform nativity plays at Christmas time?	Children's Birthdays Seasons – Winter Walk – snow and ice Chinese New Year  R.E. – New Testament stories – which stories are special and why?	Children's Birthdays Seasons – Spring Walk Patron Saints – St. David's Day St. Patrick's Day  R.E. - Salvation – Why do Christians put a cross in an Easter garden? Potential visits - Fire engine, ambulance, police, breakdown, postman, bus and train drivers	Children's Birthdays Patron Saints – St. George's Day  R.E. – World Faith stories which stories are special and why?	Children's Birthdays  R.E. – World Faith stories which stories are special and why?
	<ul style="list-style-type: none"> <li>School and Christian Values</li> <li>Talk about themselves and people around them.</li> <li>To talk about themselves and identify how they have changed.</li> <li>Learn to understand the effects of changing seasons.</li> <li>Talking about what they see using hands on experiences and what they notice in the world around them.</li> <li>Talk about the similarities and differences they notice between people, family and communities.</li> <li>Valuing cultural religious and community events.</li> </ul>	<ul style="list-style-type: none"> <li>School and Christian Values</li> <li>Valuing cultural religious and community events.</li> <li>Talk about family and what this means to them.</li> <li>Understand their own family history.</li> <li>Talk about different beliefs and how people celebrate special times in different ways.</li> <li>Talk about life in our country and how this is different to other countries.</li> <li>Talk about the similarities and differences they notice between</li> </ul>	<ul style="list-style-type: none"> <li>School and Christian Values</li> <li>To explore the world around them, using their senses.</li> <li>Understanding how plants grow and the life cycle of growth.</li> <li>To understand how to care for living things such as plants and animals.</li> <li>Know how to care for and respect our world round us.</li> <li>Compare and contrast where we live to other environments.</li> <li>To draw simple maps of our local school area and environment.</li> <li>Think about characters in stories and talk about how they are the same and different, including those from the past.</li> </ul>	<ul style="list-style-type: none"> <li>School and Christian Values</li> <li>To identify and talk about different occupations and to know how they help us.</li> <li>Know how to care for and respect our world round us.</li> <li>Talk about members of their family and community.</li> <li>Valuing cultural, religious and community events</li> <li>Build a rich bank of vocabulary which describes their own lives and the lives of others.</li> </ul>	<ul style="list-style-type: none"> <li>School and Christian Values</li> <li>To explore the world around them, using their senses</li> <li>Compare and contrast different seasons giving justifications.</li> <li>To understand how to care for living things such as plants and animals</li> <li>Build a rich bank of vocabulary which describes their own lives and the lives of others.</li> </ul>	<ul style="list-style-type: none"> <li>School and Christian Values</li> <li>Compare and contrast where we live to other environments.</li> <li>Think about characters in stories and talk about how they are the same and different, including those from the past.</li> <li>Floating and sinking.</li> </ul>

		people, family and communities.				
<b>Expressive Art and Design</b>  <b>Creating with Materials</b>  <b>Being Imaginative and Expressive</b>	<p>Music taught by music specialist – learning about the pulse ‘musical heartbeat’, moving and dancing in different ways, exploring different ways of using our voices</p> <p>Nativity</p> <ul style="list-style-type: none"> <li>Using junk modelling and loose parts to engage in imaginative art.</li> <li>Using items in play to represent other objects.</li> <li>Developing story lines in play when using small world equipment to introduce own experiences into play.</li> <li>Join in with songs and rhymes.</li> <li>To experiment and explore different media and textures.</li> <li>Collage and colour mixing.</li> </ul>	<p>Music taught by music specialist – confidently sing in unison, learning about tempo ‘speed of music’, dynamic ‘volume of music’, moving and dancing in different ways to demonstrate this Nativity</p> <ul style="list-style-type: none"> <li>Using different techniques and media to illustrate special events, such as Bonfire Nights and Diwali.</li> <li>Acting out and role-playing different celebrations and stories using props.</li> <li>Learning to sing nursery rhymes and other special songs linked to celebrations.</li> <li>Listen to music related to topic or celebrations and talk about what it makes them feel like or think about.</li> </ul>	<p>Music taught by music specialist – identifying high and low sounds, musical stories, listening to and repeating rhythms</p> <ul style="list-style-type: none"> <li>To work together with peers, sharing ideas and resources.</li> <li>To share and discuss skills learnt.</li> <li>To create and make their own sensory pictures using different materials.</li> <li>Select tools and techniques needed to assemble materials that they are using.</li> </ul>	<p>Music taught by music specialist - musicianship skills, identifying how sounds are made and how musical instruments can be used in different ways, playing them with increasing control</p> <ul style="list-style-type: none"> <li>To work together with peers, sharing ideas and resources.</li> <li>To share and discuss skills learnt.</li> <li>Select tools and techniques needed to assemble materials that they are using.</li> <li>Explore making music and sounds with instruments and other media to represent feelings, thoughts and create effects.</li> </ul>	<p>Music taught by music specialist – handle and play a range of simple musical instruments, respond physically when listening to music, recognising different sound sources, use pictures as visual cues</p> <ul style="list-style-type: none"> <li>To explore and use different effects to express feelings and thoughts in their work.</li> <li>To create and represent objects using different media and textures - clay mini beasts</li> <li>Being able to talk about what they liked about their performance and what they could improve upon.</li> <li>Take part in Bridge Proms, talking and reflecting upon their performances.</li> </ul>	<p>Music taught by music specialist – contribute ideas for whole class compositions, understanding what music is used for listening out for voices, instruments, both, solo, large groups and accompaniments</p> <ul style="list-style-type: none"> <li>To explore and use different effects to express feelings and thoughts in their work.</li> <li>To be able to refine and improve upon their work.</li> <li>Explore making music and sounds with instruments and other media to represent feelings, thoughts and create effects.</li> <li>Take part in dance sequences and talk and reflect on what they have done</li> <li>Take part in Sports Day, talking and</li> </ul>



						reflecting upon their performances.
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