

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy - Structured Story Time Key Vocabulary	All About Me What makes me a me? berserk, exactly, lazybones, rooted, sleek, glow worm, similar, hitch I'm (almost) always kind compliment, invent, ruined, imagine, unscrumpled, realised, sunshiney, importantest The Dark afraid, basement, distant, spread, visited, dared, gazing, bothered In every house on every street Crooked, creaky, hunt, giggles, chat, feeling, rest, slouch, nest, chest, figure, worries, peep, ceilings The squirrels who squabbled flighty, spontaneous, plentiful, convinced, wistfully, haste, intent, cease Funny Bones Tooth / Teeth, body, skull, head, bones, skeleton, spine, organs, family	Autumn Days Pumpkin Soup cabin, pipkin, slurp, quilt, embroidered, squabble, barrow, scoffed The Invisible noticed, escaping, afford, take for granted, fading, drifted, visible, vibrant The Gingerbread Man leaped, scurrying, thundered, scampered, bleated, thistles, frolicked, riverbank, perhaps, smirked, scrambled, trotted The Wonder Wonder, daydreamer, annoyed, passenger, scatter brained, laboratory, imagination, parade, trembling	All Around the World Standing up to Racism melanin, racism, unfairness, tease, heritage, proud, equal, inequality Rosa Parks: Little People Big Dreams Brave, slavery, free, equal, rules, rights, vote, fighting, inspired, convince, segregation, hero, Shu Lin's Grandpa (Chinese New Year 29 th January 2025) satchel, silent, dipped, splodges, surrounded, properly, strokes, scales Chicken Clicking (Safer Internet Day 11 th February 2025) Crept, tiptoed, browse, blamed, amazed, online, preened, appeared	New Life Tad murky, glide, gulp, hope, shallow, except, sank, belonged Mrs Noah's Garden clung, ancient, shoots, weaving, shallow drills, germinate, marvelled , blossomed Mr Wolf's Pancakes (Shrove Tuesday 4 th March 2025) neighbours, nearby, politely, borrow / lending, chorused, drifted, greedy, gobbled, bulging Pip and Egg Promised, root, shoot, planted, sheltered, invented, stem, leaves, chirp, egg, wings, feathers, beak, flapped, landscape, valley, explore, branches, rooted, mother, sturdy, blossoms, nest	Save the Planet Clean Up rescued, tangled, ruining, notice, collected, brainwave, wafting, release Winnie the Pooh helps the Bees frowned, relieved, hive, pollen, nectar, honeycomb, colony, threatened Greta and the Giants Giants, ruining, lumbering, oafs, greedy, trembled, behaviour, spoiling, homeless, silent, choking, embarrassed One Little Bird Fellers, swooped, peace, safe, destroyed, difference, swept, flashed, sailed, budge, recycled, rehoused	Adventures Up and Down Decided, important, although, offered, engine, recovered, besides, odds, chance, excitement, rushed, meanwhile, hired, realised, suddenly, noticed, terrified Amelia Earhart: Little People Big Dreams Soared, practising, mechanic, pilot, Atlantic, enormous, beneath, famous, inspired, deserved, fearless, approached, challenge, navigator, advice Martha Maps it Out universe, solar system, flattened, sphere, urban jungle, succulent, telescope, adventure, wonder Anansi and the Golden Pot adored, wise, plantain, observant, perplexed, merely, entire, craved. It's a No Money Day cereal, piece, practise, telly, fashion, charity shop, foodbank, donations
Phonics	Read 25 single letter sounds speedily Blend sounds in to words orally	Read all 25 single letter sounds speedily Read word time 1.1-1.5 words with Fred Talk	Read all 25 single letter sounds speedily Read word time 1.6 words (words with special friends) with Fred Talk Read 3 sound nonsense words with Fred Talk	Read words with special friends and 4 sound words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk	Read word time 1.6 and 1.7 words Read 4 and 5 sound nonsense wor Read previously taught words with	ds with Fred Talk
Opportunities to write	My name All about me My family My friends My house My community What are you scared of? How can we cheer ourselves and others up? How should we treat others? How can we be kind? The qualities of a good friend Class rules Harvest	Character description – gingerbread man Food tasting description Write about school trip Infer – what could the characters be saying? Instructions for making gingerbread men What would you have on a fantastic feast? What do we wonder about? Why are all the adults cross with the boy? Halloween	Favourite part of the story How can we stay safe on the internet? How can we welcome a new student? Questions to ask Grandpa Writing a Chinese menu Writing in Chinese Food tasting description Fact File – Rosa Parks Character description – Rosa Parks Infer – How do you think Rosa felt?	How does Tad's feelings change as the story goes on? Character description – Big Bub, Tad Advice for Tad Non-fiction report – Frogs Character profiles – Mrs Noah's Garden Letter to Mrs Noah Questions for Mrs Noah Writing in role as Mrs Noah Instructions to making pancakes Character description – the wolf	How can we help the bees? Why are the bees unhappy? Recount – beekeeper visit You are Pool! What happened? Non-fiction report about bees Recount – Apiary visit Posters – look after our community e.g. dog poo, litter, plastic pollution. Writing in role as Greta Diary entry as Greta Greta's speech Why should we look after our local community?	Write in role as Martha What could Martha be saying? Map of me Write your own adventures How can we save money? How can we help people in our local community? Make your own book of kindness Write in role as Amelia Earhart What advice could you give someone? What is your favourite game?



		MARY SCHO				
		Christmas List Letter to Santa	Lessons learned from Rosa Parks Who is your hero? Why?			
Enrichment	Walk around local community Marvellous Me – Sharing Photos Building own houses St Leonards – Harvest Service Light/Dark Shadows Catch me being kind mission Kidsafe Link – What to do if you are sad, scared or worred?	Making pumpkin Soup Making Gingerbread Men Nativity Performance Christmas Treat Trip Santa Visit Christmas Window Tour St Leonards – Christmas Service Making a patchwork quilt	Internet safety Chinese New Year Pantomime SCARF Day Children's Mental health Week	Introducing Tadpoles to the pond Lifecycles St Leonards – Easter Service World Book Day Rainbow Wishes visit Egg decorating Egg hunt Whinlatter Trip Noah's Ark Easter Cards Mother's Day Cards Pancake Day Plant seeds Incubating chicks Lambs visit	Visit the beach Litter pick Planting flowers Create a greenhouse Make bee hives Beekeeper visit Visit Bee Apiary Honey tasting Make secret dens Make memory boxes/jars Teddy bear's picnic Pentecost Service – St John's in the Hall Dent Walk Beacon – Seaside Loan Box Recycling mission	Raise money for charity Help local community Visit foodbank Taste traditional foods from Ghana Sports Day Move up morning Summer Fair Bastille Day Creating Kente cloth – weaving Making own cars with wheels on an axis End of term trip
Songs and Rhymes	Dingle Dangle Scarecrow Cauliflowers Fluffy Heads, Shoulders, Knees and Toes If you're happy and you know it Twinkle twinkle little star	Winter Rap Frosty Snowman Five Little Christmas Trees Christmas Carols 5 Currant Buns 10 Green Bottles The leaves on the trees	Happy New Year Chinese New Year Whether the weather Ring a ring o roses	Five Little Speckled Frogs The animals went in 2 by 2 There's a tiny caterpillar on a leaf The pancake song	Five little bees Oh I do like to be beside the seaside Teddy Bear's Picnic Tiny Time (I had a little turtle) A sailor went to sea Row row row your boat	The wheels on the bus Down at the station 5 little men in a flying saucer
Communication and Language	Tuning into sounds: Can recognise words Can say what the init Can say how many sc Can orally delete and Following instructions: Understand spoken in Can follow instruction Understanding language structure Understand a range of Understand a range of Understand a range of Understand question Understand question Understand more con Understand words th Listening to stories and rhymes: Able to follow a story	annelled attention, e.g. paying atte with the same initial sound. ial, middle and final sounds are in bunds there are in a word. I manipulate sounds e.g. change pi instructions without stopping what ns with multiple steps. ss: of complex sentence structures ind umour, e.g. nonsense rhymes, jokk s such as who; why; when; where mplicated language such as 'first', iat describe sequences such as "fir v without pictures or props.	cvc words. ig to wig/pin, add f to lag to make flag : they are doing to look at the speaker. :luding negatives, plurals and tense ma es.	arkers. between'. vill play in the park".	do for short span	



	undary school
	Listen to longer stories and answer questions about a story they have just heard.
	Enjoy listening to stories, songs and rhymes and will start to make up their own
	Developing conversation:
	Listen and responds to ideas expressed by others in conversation or discussion.
	Take turns in much longer conversations.
	Ask relevant questions or make relevant comments in relation to what they have heard.
	Offer explanations for why things happen, how things work.
	Speaking
	Speak clearly with an increasing command of English
	 Use most speech sounds. However, they may have some difficulties with more difficult words such as 'scribble' or 'elephant'.
	 Use longer sentences that are well formed and link sentences together, e.g. "I had pasta for tea and then I played in my bedroom".
	Linked to the above use simple conjunctions to join or explain their ideas.
	Link statements and stick to a main theme or intention.
	Begin to use past, present and future tenses consistently.
	Use language for a range of purposes:
	Use language to organise, sequence and clarify thinking, ideas, feelings and events.
	Use language to help work out problems to organise their thinking and take part in activities.
	Use language to predict.
	Use language to project.
	Can retell past events in order, including relevant detail.
	Choose their own friends and play mates
	Participate in class and group discussions, performances, role play and simple debate:
	Use talk to imagine – to take on different roles in imaginative play, to interact and negotiate with people and to have longer conversations.
	Introduces a storyline or narrative into their play.
	Confidently offers ideas, suggestions and opinions in whole class, group and 1 to 1 situations.
	Confidently engages in talk partner conversation to rehearse and share ideas.
	Can engage in simple debates.
	Takes part in simple performances with confidence.
	Hold the interest of the listener:
	Increasingly aware of audience
	Include relevant details to engage their audience e.g. adding little details.
	Can use volume, pace and tone for effect.
	 Has an increasing understanding of different voices for different characters and how to use fast, slow and pauses for effect when talking.
	Links voice tone and volume to emotion.
	Acquire new vocabulary rapidly:
	Is learning more words all the time as well as thinking more about the meanings of words.
	 Extends vocabulary, especially by grouping and naming, exploring sounds of new words as well as the meaning.
	Understand about 10,000 words.
	Is developing connections between words from the same semantic field e.g. emergency - accident, harm, dangerous, trapped, (blue) light, siren.
Literacy	Tuning in to sounds:
	Can recognise words with the same initial sound.
	Can say what the initial, middle and final sounds are in cvc words.
	Can say how many sounds there are in a word.
	Can orally delete and manipulate sounds, e.g. change pig to wig/pin, add f to lag to make flag.
	Fluency:
	 Recognises full stops, capital letters, inverted commas and ellipsis when reading decodable texts and knows how to use these to make decisions about how to read something, e.g. with a different voice, slowed lower l
	 slowly, loudly, wait and see etc. Can correct an adult's reading if their expression and intonation do not match the content of what is being read, e.g. "You need to say it loudly."
	Paying attention to print: • Knows that information can be retrieved from books, computers and mobile digital devices
	Knows that information can be retrieved from books, computers and mobile digital devices.



	"MARY SCHO
	Recognise written names of peers, siblings or "Mummy"/"Daddy" for example.
	Recognise a wide range of environmental print both in the classroom, around school and in their immediate community.
	Enjoyment and engagement with books and reading:
	Enjoys an increasing range of print and digital books, both fiction and non-fiction.
	Engage with books and other reading materials at an increasingly deeper level, drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and
	illustrations to interpret the text.
	Express opinions about the type of book they enjoy.
	Can talk with confidence about their favourite books and the characters / story line / information within them.
	Bring books they know well into their play.
	Confidently use book area and access inescapable environmental text independently. Choosing to do so.
	Increasingly confident in the use of online reading materials in a variety of forms.
	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary:
	Describes main story settings, events and principal characters in increasing detail.
	Is able to recall and discuss stories or information that has been read to them, or they have read themselves.
	Is confident to report and reason logically when talking about stories.
	Anticipate – where appropriate – key events in stories:
	Can predict and project when talking about stories.
	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play:
	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading.
	Re-enacts and reinvents stories they have heard in their play using key vocabulary.
	Vocabulary Development:
	Is learning more words all the time as well as thinking more about the meanings of words, such as describing the meaning of simple words or asking what a new word means.
	 Extends vocabulary, especially by grouping and naming, exploring sounds of new words as well as the meaning.
	Understand about 10,000 words.
	Is developing connections between words from the same semantic field e.g. emergency - accident, harm, dangerous, trapped, (blue) light, siren.
	Listening to stories and rhymes:
	Able to follow a story without pictures or props.
	Able to re-tell short stories they have heard in roughly the right order and using language that makes it sound like a story.
	Listen to longer stories and answer questions about a story they have just heard.
	Enjoy listening to stories, songs and rhymes and will start to make up their own.
Personal, Social	Self regulation:
	 Know that there is a normal range of emotions and scale of emotions in relation to different experiences and situations.
and Emotional	Talks about their own and others' feelings and behaviour and its consequences.
Development	Is aware of behavioural expectations and sensitive to ideas of justice and fairness.
Development	Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.
	 Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.
	Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.
	 Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.
	May still return to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.
	Managing self:
	Recognises that they belong to different communities and social groups and communicates freely about own home and their community.
	Is sensitive to prejudice and discrimination.
	See themselves as a valuable individual, describing their competencies, what they can do well and are getting better at.
	Show resilience and perseverance in the face of challenge.
	• Knows that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
	Has a clear idea about what they want to do in their play and how they want to go about it.
	Shows confidence in choosing resources and perseverance in carrying out a chosen activity.
	Building relationships:
	Build constructive and respectful relationships.
	Develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.



 Understand how important finefoldings are in making is less lappy and scare, and how people choose in make (heads.) Understand how important finefoldings are provided and vectomic books of these, and on the active has feel looply or ecluded. Understand how important for the sharp is provided and vectomic books of these, and on the active has feel looply or ecluded. Understand how important for the sharp is provided and vectomic books. Understand how important for the sharp is provided and understands here of or variety in food. Eat a healty range of foodsoff and understands here of or variety in food. Bear and that sharp is the states where conditions, easy and instants. Find, angey or tal. Have a good understanding of basic personal hygine – built flashing, clean shipping hand, sharp is equal physical activity – healty satify contabulating – second basis of the sharp and the sharp is the		
 Know that families are important for thildren growing up because they can give low, security and stability. Undextand the importance of respective growing and notices charges when they are combined or exposed to hot and cold temperatures. Bata healthy range of foodsturfs and understands need for variety in food. Describes a range of different food textures and tasks when cooking and notices charges when they are combined or exposed to hot and cold temperatures. Head a good understanding of back zerosand hypere – toticit fulling, clean vinger, vaniling hand, what you can / cannot put in your month. Know and taik about the different factors that support their overall health and wellbeing: -regular physical activity - healthy coing - toothirtsching: sensible anounts of 'screen time' - having a good sets understanding of back zerosand physere – toticit fulling, clean vinger, vaniling, and your sad. Describes physical thanges to the hody that can accur when feeling nursel, and/out, tired, angry or sad. Stoow andotstanding of how to transport and store explorement stable. Negotiate space successfully when physing racing and thesing games with ther children, dustring equipment (proproception). Negotiate space and obstaces safely, spatial averances. Experiments with different ways of moving, testing out takes and adapting movements to reducer risk. Chindre black, rike and solveets confidence cursks. Stoows increasing control over an object in subles, arms and body to stabile and balance. Stoows increasing control over an object in subles, article to than used space of change go dispets and body parts. Chindre black, rike and control. Beeplenets with different ways of moving, testing out their control. Beeplenets with different ways of moving, testing out their and on thais conforiatity without needing		 Understand how important friendships are in making us feel happy and secure, and how people choose and make friends.
 Understand the importance of respecting others, even when they are very different from them. Health and self-ace: East healthy range of toods/th's and understands need for variety in food. Describes a range of different food structures and tasks when cooling and notices changes when they are combined or exposed to hot and coil demperatures. Have a good understanding to lassic personal hygiene - toilet Thushing, deem whyne, weahing healthy, healthy eastic is toothins, even the different foods that with ording the cooling and notices changes when they are combined or exposed to hot and coil demperatures. Have a good understanding of have to transport and store equipment safely. Shows understanding of the need or safely when taking methods and adopting omergene transport sad. Shows understanding of the need or safely when taking response and cossiders and manages some risk, e.g. when jumping off something checks around them and the landing. Shows understanding of how to transport and store equipment safely. Travels with confidence and skill around, under, over and through balance, and chining equipment to reprice pitolo. Travels with confidence and skill around, under, over and through balance, and under set or safely are positive safely weat and a darget on governet to reprice pitolo. Travels with confidence and skill around, under, over and through balance. Shows understanding of how to transport and store equipment to reprice pitolo. Travels with confidence wand to movie may and host to still the reprise of the east of a start and a store reprise of the east of a start and a store reprise of the east of a start area of objects and body parts. Can roos the moline and uses this for fluid movement. (boto crassing control		
 Head hard software: Let health and software in during of foodstuffs and understands need for variety in food. Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures. Heave a good understanding of basic provant labyline - toiler labyling, team uping, washing hands, what you can / cannot put in your mouth. Know and all about the different factors that support their overall health and welleving: - regular physical activity - healthy eating - toothinshing - sensible amounts of 'screen time' - having a good discussion discissanding of here to to as list points. Describes a physical changes to the body that can accur when feeling unveil, anious, tried, arging yor sad. Shows understanding of here to target y when taking mere challenges and considers and manages some risks, e.g. when jumping off something checks around them and the landing. Heighted segues and obsted set shifty, subtil avarents: Regulates space successfully when playing racing and chaing games with other children, aquating space of running direction to avoid obstedes (proprioception). Type with confidentiary acound more complex courses and dividentiary courd more complex courses and obsted set with course. Experiments with different way of moving, testing out lides and adapting movements to reduce risk. Chain divides understanding to a size regular physical activity. Head with off divide the symmetrial movement and obsted with hourevent and a divide risk of obsted with increasing confidence. Has developed balates and and an avite range of objects with increasing confidence. Has developed balates and and an on a wite range of objects with increasing confidence. Has developed balates and and an wite range of objects with increasing confidence. <l< th=""><th></th><th>Know that families are important for children growing up because they can give love, security and stability.</th></l<>		Know that families are important for children growing up because they can give love, security and stability.
 Eat a healthy range of loodstuffs and understands need for variety in lood. Each beards a range of different food starts and tates when cooking and disticts changes when they are combined or exposed to hot and cold emperatures. Have ago dunderstanding of basic personal hygings – tolief lushing, clean wiping, washing hands, what you can', cannot put in your mouth. Now and tak about the different factors that support there overall health and welbeing: - regular physical activity - healthy eating - tool through the mounts of screen time' - having a good sep routine - being a sife pedestrian Show understanding of how to transport and store equipment safely. Hysical Nove understanding of how to transport and store equipment safely. Neptices space and obstacles safely, spatial avarenes: Negotiate space and obstacles safely, spatial avarenes: Negotiate space and obstacles safely, spatial avarenes: Negotiate space and obstacles safely, spatial avarenes: Negotiate space and obstacles safely in the floar and through balancing and clining equipment (proprioception). Experiment with different dysking and on high testing out does and adapting moments to relate relations? Experiment with different and suita spatial warenes: Negotiate space and obstacles safely in physing radig and chaining equipment (proprioception). Experiment with different factors in the sager and and the sing adapting moments to relate relations? Experiment with different factors in physing particip with and admong and obstacles with condition and balance. A store obstace to a divide spatial warenes: Now increasing control over an object in physing particip with and movement, the comparentip in the sing than and supporting hand. Experiment balance: Experiment balance: Experiment balance:		Understand the importance of respecting others, even when they are very different from them.
 Describes a range of different food textures and states when cooking and notices changes when they are combined or exposed to hot and cold tempertures. Have ago durderstanding of basic processing states when cooking and notices changes when they are combined or exposed to hot and cold tempertures. Know and tak about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toobhrushing - sensible amounts of 'screen time' - having a good step roter being as also pdesting of the meet for step when taking mee valiancess and considers and manages some risks, e.g. when jumping off something checks around them and the landing. Borstmeet physical changes to the toody that can accur when feeling unwell, analous, tired, adjusting speed or changing direction to avoid obstacles (proprioception). Shows understanding of the meet for sciences and adpace movements to reduce risk. Consident Consident Consident Consident Consident and and supporticity using hands, arms and body to stabilise and balance. Shows increasing control over an object so and dosing movements to reduce risk. Consident blacks, rikes and scores confidently around more complex courses and obstacles with control. Developing reduces, black and adving amount on theirs confidence. Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Consident blacks, rikes and scores confidently around more complex courses and obstacles, e.g. rocking, lapping etc. Is a developed to core or an object so that supporticity using hands, arms and body to stabilise and balance. So can closs the middle and using the object and lands appropriately using hands, arms and body parts. Con dynamic bialance (balance balance to hairs comfortably without heeding		Health and selfcare:
 Have a good understanding of basic personal hyging—toiler (lushing, clean viping, washing hand, what you can / camot put in your mouth. Kow and tak about the different factors that support their overall health and wellengs: regular physical activity—healthy eating—toilthoushing—sensible amounts of screen time" - having a good sideer routine—being a safe pedestrian Shows understanding of the need for safety when takling new challenges and considers and manages some risks, e.g. when jumping off something checks around them and the landing. Shows understanding of the need for safety when takling ame with other children, adjusting speed or changing direction to avoid obstacles (proprioception). Negotiate space and obstacles safety, spatial wareness: Negotiate space and obstacles safety using hand, and and through balancing and climbing equipment (proprioception). Experiment with different dusys of moving, testing out ideas and abaing: Diverse built on officient and and a sporportiately using hand, arms and body to tablike and balance. Shows increasing control over an object in pushing, patting, throwing, catthing or kicking t. Constatic (stationary) balance on a wide range of objects and body parts. Gar cross the midline and uses this for fluid movement, re(proprior offence). Shows increasing control over an object in pushing, activity, unovenent, adjusting framed, balance. Shows increasing control over an object in pushing, asting, arms and body to stabilitie and balance. Shows increasing control over an object in pushing, asting, arms and body to stabilities and supporting hand. Controls the simple of an object moving in the floor endorement, re(proprior config, teapping etc. Has developed balance integration and has symmetric in an one over ange of objects and budy parts. Controuses to develop starmina when		Eat a healthy range of foodstuffs and understands need for variety in food.
 Know and bik about the different factors that support their overall health and welleeng: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good selectron - Describes physical changes to be body that can occur when feeling unwell, anxious, tired, angry or sad. Shows understanding of the need for altery when tacking mee vallenges and considers and annages some risks, e.g. when jumping off something checks around them and the landing. Shows understanding of the need for altery when tacking mee vallenges and considers and considers and annages some risks, e.g. when jumping off something checks around them and the landing. Shows understanding of the need for using states with other children, adjusting speed or changing direction to avoid obstacles (proprioception). Travels with confidence and skill around, under, over and through balancing and misming morements to reduce risk. Can ride bikes, trikes and socoters confidently around more complex courses and obstacles with control. Developing strength, balance and co-ordination: Iumps off an object and links appropriately using handi, arms and body to stabile and balance. Shows understand co-ordination: Iumps off an object and links appropriately using handi, arms and body to stabile and balance. Shows understanding and uses this for full movement, thering or clong the state (stationary) balance on a wide range of objects and body parts. Can ross the middlem and uses this for full movement, reciprocal movement and leading hand and supporting hand. Can corss the middlem and uses this for full movement, the proceal movement, and leading hand and supporting hand. Confines to develop tuninus when using and con weak teast an mile. Know and tak about the different tacy of now like tast a mile. Confines to develop		 Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures.
 sheep routine - being a safe pedestrian Bockribes phycial changes to the body Shows understanding of the meed for safety when takling new challenges and considers and manages some risks, e.g. when jumping off something checks around them and the landing. Shows understanding of the west transport and store equipment safely. The source phycial store and botters space and obstacles sifely, spatial avereness: Negotiates space and obstacles sifely, spatial avereness: Negotiates space successfully when playing range and chasing games with other children, adjusting space or changing direction to avoid obstacles (proprioception). Experiments with different ways of moving, testing out ideas and adapting movements to rotecue risk. Con robe block; risks and scotess confidently around more complex courses and obstacles (storp rotecption). Experiments with different ways of moving, testing out ideas and adapting movements to rotecue risk. Developing strength, balance and co- adriation: Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Shows increasing control over an object in pushing, atting, throwing, on the floar or adva are adapting movements to reading roles and constacting confidence. Has developed to allocal symperities or and on a wide range of objects with rough and and supporting hand. Con drymes to balance (labiner while moving) on the floar and on avera reading changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding bodping and and an walk teast an inle. Contrusts to develops tamin awhen walking and can walk to itasta nuinle.<th></th><th>• Have a good understanding of basic personal hygiene – toilet flushing, clean wiping, washing hands, what you can / cannot put in your mouth.</th>		• Have a good understanding of basic personal hygiene – toilet flushing, clean wiping, washing hands, what you can / cannot put in your mouth.
 Describes physical changes to the body that can occur when feeling unwell, antops, tred, angry or sad. Shows understanding of the need for safety when tacking new changes and considers and manages some risks, e.g. when jumping off something checks around them and the landing. Shows understanding of how to transport and store equipment safely. Megotiates space, spatial wareness: Reporting space successful when physing radig and chasing games with other children, adjusting speed or changing direction to avoid obstacles (proprioception). Fravel with confidence and skill around, under, over and through balancing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (proprioception). Can ride bikes, trikes and scotters confidently around more complex courses and obstacles with control. Developing strength, balance and ca-ordinator: Can ride bikes, trikes and carboning cited in and data gappenphysic, arms and body to stabilite and balance. Shows increasing control over an object the publing, pating, throng, catching or kicing at C. Can state (fationary) balance on a wide range of objects and body parts. Can dynamic balance (balance whilts moving) on the floor and on a wide range of objects with increasing confidence. Has developed core strength and can sit on the carpet and on chairs conforably without needing feedback, e.g. rocking, tapping etc. Has developed balance in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffing, rolling, crawing, walking, running, junging, skipping, skipping and clinibing. Chointes to develop stannia when walking and can walk at least a mile. Kon wan taki a kool the different tactors that support their overal healt hand wellbeing, e.g. regular physical activity.		• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good
 Shows understanding of the need for safety when tackling new challenges and considers and manages some risks, e.g. when jumping off something checks around them and the landing. Shows understanding of how to transport and store equipment safely. Shows understanding of how to transport and store quipment safely. Negotiates space and obtacles safely, spatial awareness: Negotiates space and obtacles safely using hand, under, over and through balancing and climbing equipment (proprioception). Travels with confidence and skill around, under, over and through balancing and climbing equipment (proprioception). Travels and coordination: Long off an object and lands appropriately using hands, arms and body to stabiles and adapting movements to reduce risk. Can dynamic balance (balance while, pating, pating, horting, catching or kleing it. Can static (stationary) balance on a wide range of objects and body parts. Can dynamic balance (balance while moving) on the floor and on a wide range of objects with increasing confidence. Has developed bilateral integration and has symmetrical movement, reciprocal movement and leading head and supporting hand. Can cross the milline and uses this for fluid movement. (botg ross and fine movement). Now energetically: Continues to develop stamia when walking and can wikk at least a mile. Know and tak about the different factors that support their overall health and wellbeing, e.g. regular physical activity. Head Harding, Supping, sliding hopping and dimbing. Continues to develop stamia when walking and can wikk at least a mile. Know and tak about the different factors that support their overall health and wellbeing, e.g. regular physical activity. <li< th=""><th></th><th>sleep routine - being a safe pedestrian</th></li<>		sleep routine - being a safe pedestrian
Shows understanding of how to transport and store equipment safely. Vevelopment Vevelopment Vevelopment Vevelopment Vegotiate space and obtacles safely, spatial awareness: Vegotiates space and obtacles safely, spatial around, under, over and through balancing and utiming equipment (proprioception). Vegotiates space and obtacles (proprioception). Vegotiates space and obtacles safely, spatial around, under, over and through balancing and utiming equipment. (proprioception). Vegotiates space and solutions: Vegotiates space		 Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad.
Operation Gross Matter Development Regulates space and obstacles safely, spatial awareness: Image: State		• Shows understanding of the need for safety when tackling new challenges and considers and manages some risks, e.g. when jumping off something checks around them and the landing.
Negotiate space and obstacles safety, spatial awareness: Negotiate space and obstacles safety, spatial awareness: New Peoplement • Negotiates space and obstacles safety, spatial awareness: Output Travels with confidence and skill around, under, over and through balancing and climbing equipment (proprioception). Can dee bless, titkes and scotors confidently random dmore complex with officent ways of moving, testing out ideas and adapting movements to reduce risk. Can dee bless, titkes and scotors confidently random dmore complex with confidence. Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Can dee bless thisne (balance wills moving) on the floor and on a wide range of objects with increasing control over an object in pushing, patting, throwing, catching or kicking it. Can static (stationary) balance on a wide range of bajects with increasing control, bulker on the starget and on chairs comfortably without needing feedback, e.g. rocking, tapping etc. Has developed latera integration and has symmetrical movement, reciprocal movement and leading hand and supporting hand. Can cross the midline and uses this for fluid movement (both gross and fine movement). More o divers to diver bips main d chaining and can walk at least a mile. Konvo and tak about the different factors that support their overall health and wellbeing, e.g. regular physical activity. The developte for bundsintions of a hana		Shows understanding of how to transport and store equipment safely.
 Negotiate space and obstacles and/y, spatial awareless: Negotiate space and obstacles and/y, spatial awareless: Negotiate space accessfully when pixing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (proprioception). Travels with confidence and skill around, under, over and through balancing and dapting movements to reduce risk. Can ride bikes, trikes and scooters confidently around more complex courses and obstacles with control. Developing strength, balance and co-ordination: Jumps off an object and lands appropriately using hands, arms and body to stabilize and balance. Gan dynamic balance (balance whilst moving) on the floor and on a wide range of objects and body parts. Can dynamic balance (balance whilst moving) on the floor and on a wide range of objects with increasing confidence. Has developed to bitateri infegration and has ymmetrical movements that you floor over an object in pushing, patting, throwing, catching or kicking it. Can static (stationary) balance on a wide range of objects and body parts. Can dynamic balance (balance whilst moving) on the floor and on a wide range of objects with increasing confidence. Has developed to bitateri infegration and has ymmetrical movement, the corrocal movement and leading hand and supporting hand. Consors to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, singht phosing and climbing. Continues to develop stamina when walking and can walk at least a mile. Know and tak about the different factors that support their overall health and wellbeing, e.g. regular physical activity. Bench grap: Get dressed and undressed independently managing zips, bu	Physical	Gross Motor
 Travels with confidence and skill around, under, over and through balancing and climbing equipment (propriception). Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Can ride bikes, trikes and scooters confidently around more complex courses and obstacles with control. Developing strength, balance and co-ordination: Shows increasing control over an object and lands appropriately using hands, arms and body to stabilise and balance. Shows increasing control over an object my using patting, throwing, catching or kicking it. Can static (stationary) balance on a wide range of objects and body parts. Can dy maint balance (balance whilst moving) on the floor and on a wide range of objects with increasing control. Has developed balareal integration and has symmetrical movement, reciprocal movement and leading headback, e.g., rocking, tapping etc. Has developed balareal integration and has symmetrical movement, reciprocal movement and leading hand and supporting hand. Can cross the midline and uses this for fluid movement (both gross and fine movement). Wore energetically: Continues to develop stamine when walking and can walk at least a mile. Continues to develop stamine when walking and can walk at least a mile. Continues to develop stamine when walking and can walk at least a mile. Develop their small motor skills on that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoors. Use the dynamic tripod grip. Develop their small motor skills on the target and ore tobs competently, safely and confidently, e.g. pencils for dra		Negotiate space and obstacles safely, spatial awareness:
 Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Can ride blieks, trikes and scooters confidently around more complex courses and obstacles with control. Developing strength, balance and co-ordination: Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Can static (stationary) balance on a wide range of objects and body parts. Can dynamic balance (balance whits moving) on the floor and on a wide range of objects with increasing control objects and bads appropriately without meeding redeback, e.g. rocking, tapping etc. Has developed ore strength and can si to me carpet and on chairs comfortably without meeding freedback, e.g. rocking, tapping etc. Has developed balteral integration and has symmetrical movement, receirccal movement and leading hand and supporting hand. Can cross the midline and uses this for fluid movement (both gross and fine movement). Move energetically: Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumpling, skipping, siding hopping and climbing. Continues to develop stamina when walking and can walk at least a mile. Know and talk about the different factors that support their overall health and wellbeing, e.g. regular physical activity. Fine Motor Penci grip: Get dressed and undressed independently managing zips, buttors and Veloro fastenings. Develop the foundations of a handwriti	Development	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (proprioception).
 Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Can ride blieks, trikes and scooters confidently around more complex courses and obstacles with control. Developing strength, balance and co-ordination: Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Can static (stationary) balance on a wide range of objects and body parts. Can dynamic balance (balance whits moving) on the floor and on a wide range of objects with increasing control objects and bads appropriately without meeding redeback, e.g. rocking, tapping etc. Has developed ore strength and can si to me carpet and on chairs comfortably without meeding freedback, e.g. rocking, tapping etc. Has developed balteral integration and has symmetrical movement, receirccal movement and leading hand and supporting hand. Can cross the midline and uses this for fluid movement (both gross and fine movement). Move energetically: Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumpling, skipping, siding hopping and climbing. Continues to develop stamina when walking and can walk at least a mile. Know and talk about the different factors that support their overall health and wellbeing, e.g. regular physical activity. Fine Motor Penci grip: Get dressed and undressed independently managing zips, buttors and Veloro fastenings. Develop the foundations of a handwriti		 Travels with confidence and skill around, under, over and through balancing and climbing equipment (proprioception).
 Can ride bikes, trikes and scoters confidently around more complex courses and obstacles with control. Developing strength, balance and co-ordination: Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Shows increasing control over an object in jushing, patting, throwing, catching or kicking it. Can static (stationary) balance on a wide range of objects with increasing confidence. Has developed biateral integration and has symmetrical movement, arching or kicking it. Can static (stationary) balance on a wide range of objects with increasing confidence. Has developed biateral integration and has symmetrical movement, reciprocal movement and leading hand and supporting hand. Can cross the midline and uses this for fluid movement, reciprocal movement and leading hand and supporting hand. Can cross the midline and uses this for fluid movement, thore prevented. More energetically: Continues to develop starming and climbing. Get dressed and undressed independently managing zips, buttons and Velro fastenings. Get dressed and undressed independently managing zips, buttons and Velro fastenings. Develop the foundations of a handwriting style which is fast, accurate and efficient. Tools and fixing: 		
 Jumps off an object and lands appropriately using hands, arms and body to stabilize and balance. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Can static (stationary) balance on a wide range of objects and body parts. Can dynamic balance (balance whilst moving) on the floor and on a wide range of objects with increasing confidence. Has developed to creas trength and can sit on the carpet and on chairs comfortably without needing feedback, e.g. rocking, tapping etc. Has developed bilateral integration and has symmetrical movement, reciprocal movement and leading hand and supporting hand. Can cross the midline and uses this for fluid movement (both gross and fine movement). Move energetically: Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement as a slithering, shuffing, rolling, crawling, walking, running, jumping, skipping, sliding hopping and climbing. Continues to develop stamina when walking and can walk at least a mile. Know and talk about the different factors that support their overall health and wellbeing, e.g. regular physical activity. Bevelop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use the dynamic tripod grip. Accurately use a range of small tools: cissors, cutlery, stapler, hole punch and rowel. Know how to use an age-appropriat hammer, screws, nails, hand drills, hand vice and as was safely. Use a range of fixings explaining choics - staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. Drawing: Draw with increasing accurcay using and dexperimenting with both HB and c		
 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Can static (stationary) balance on a wide range of objects and body parts. Can dynamic balance (balance whilst moving) on the floor and on a wide range of objects with increasing confidence. Has developed core strength and can sit on the carpet and on chairs comfortably without needing feedback, e.g., rocking, tapping etc. Has developed bilateral integration and has symmetrical movement, reciprocal movement and leading hand and supporting hand. Can cross the midline and uses this for fluid movement (both gross and fine movement). Move energetically: Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, sipping, slithing, shifting hopping and climbing: Continues to develop stamina when walking and can walk at least a mile. Know and talk about the different factors that support their overall health and wellbeing, e.g. regular physical activity. Fine Motor Pencil grig: Get dressed and undressed independently managing zips, buttons and Velcro fastenings. Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use the dynamic tripod grip. Accurretely use a range of small tools: scissors, cutlery, stapler, hole punch and trovel. Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. Draw with increasing accuracy using and experimenting with both HiB and coloured pencils, felt tips, chalk and c		Developing strength, balance and co-ordination:
 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Can static (stationary) balance on a wide range of objects and body parts. Can dynamic balance (balance whilst moving) on the floor and on a wide range of objects with increasing confidence. Has developed core strength and can sit on the carpet and on chairs comfortably without needing feedback, e.g., rocking, tapping etc. Has developed bilateral integration and has symmetrical movement, reciprocal movement and leading hand and supporting hand. Can cross the midline and uses this for fluid movement (both gross and fine movement). Move energetically: Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, sipping, slithing, shifting hopping and climbing: Continues to develop stamina when walking and can walk at least a mile. Know and talk about the different factors that support their overall health and wellbeing, e.g. regular physical activity. Fine Motor Pencil grig: Get dressed and undressed independently managing zips, buttons and Velcro fastenings. Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use the dynamic tripod grip. Accurretely use a range of small tools: scissors, cutlery, stapler, hole punch and trovel. Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. Draw with increasing accuracy using and experimenting with both HiB and coloured pencils, felt tips, chalk and c		 Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.
 Has developed core strength and can sit on the carpet and on chairs comfortably without needing feedback, e.g. rocking, tapping etc. Has developed bilateral integration and has symmetrical movement, reciprocal movement and leading hand and supporting hand. Can cross the midline and uses this for fluid movement (both gross and fine movement). Move energetically: Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding hopping and climbing. Continues to develop stamina when walking and can walk at least a mile. Know and talk about the different factors that support their overall health and wellbeing, e.g. regular physical activity. Fine Motor Pencil grip: Get dressed and undressed independently managing zips, buttons and Velcro fastenings. Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use the dynamic tripod grip. Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use the dynamic tripod grip. Develop their small motor skills out they they hand is fast, accurate and efficient. Tools and fixing: Accurately use a range of small tools: scissors, cutlery, stapler, hole punch and trowel. Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw sa		
 Has developed core strength and can sit on the carpet and on chairs comfortably without needing feedback, e.g. rocking, tapping etc. Has developed bilateral integration and has symmetrical movement, reciprocal movement and leading hand and supporting hand. Can cross the midline and uses this for fluid movement (both gross and fine movement). Move energetically: Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding hopping and climbing. Continues to develop stamina when walking and can walk at least a mile. Know and talk about the different factors that support their overall health and wellbeing, e.g. regular physical activity. Fine Motor Pencil grip: Get dressed and undressed independently managing zips, buttons and Velcro fastenings. Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use the dynamic tripod grip. Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use the dynamic tripod grip. Develop their small motor skills out they they hand is fast, accurate and efficient. Tools and fixing: Accurately use a range of small tools: scissors, cutlery, stapler, hole punch and trowel. Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw sa		Can dynamic balance (balance whilst moving) on the floor and on a wide range of objects with increasing confidence.
 Can cross the midline and uses this for fluid movement (both gross and fine movement). Move energetically: Can cross the midline and uses this for fluid movement (both gross and fine movement). Move energetically: Continues to develop stamina when walking and can walk at least a mile. Continues to develop stamina when walking and can walk at least a mile. Know and talk about the different factors that support their overall health and wellbeing, e.g. regular physical activity. Fine Motor Pencil grip: Get dressed and undressed independently managing zips, buttons and Velcro fastenings. Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use the dynamic tripod grip. Develop the foundations of a handwriting style which is fast, accurate and efficient. Tools and fixing: Accurately use a range of small tools: scissors, cutlery, stapler, hole punch and trowel. Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely. Use a range of fixings explaining choices - staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. Drawing:		
Move energetically: Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding hopping and climbing. Continues to develop stamina when walking and can walk at least a mile. Know and talk about the different factors that support their overall health and wellbeing, e.g. regular physical activity. Fine Motor 		 Has developed bilateral integration and has symmetrical movement, reciprocal movement and leading hand and supporting hand.
Move energetically: Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding hopping and climbing. Continues to develop stamina when walking and can walk at least a mile. Know and talk about the different factors that support their overall health and wellbeing, e.g. regular physical activity. Fine Motor 		Can cross the midline and uses this for fluid movement (both gross and fine movement).
 Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding hopping and climbing. Continues to develop stamina when walking and can walk at least a mile. Know and talk about the different factors that support their overall health and wellbeing, e.g. regular physical activity. Fine Motor Pencil grip: Get dressed and undressed independently managing zips, buttons and Velcro fastenings. Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use the dynamic tripod grip. Develop the foundations of a handwriting style which is fast, accurate and efficient. Tools and fixing: Accurately use a range of small tools: scissors, cutlery, stapler, hole punch and trowel. Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. Drawing: Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using the above. When drawing themselves represent all of the different face / body parts. 		
 jumping, skipping, sliding hopping and climbing. Continues to develop stamina when walking and can walk at least a mile. Know and talk about the different factors that support their overall health and wellbeing, e.g. regular physical activity. Fine Motor Pencil grip: Get dressed and undressed independently managing zips, buttons and Velcro fastenings. Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use the dynamic tripod grip. Develop the foundations of a handwriting style which is fast, accurate and efficient. Tools and fixing: Accurately use a range of small tools: scissors, cutlery, stapler, hole punch and trowel. Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using the above. When drawing themselves represent all of the different face / body parts. 		•
 Know and talk about the different factors that support their overall health and wellbeing, e.g. regular physical activity. Fine Motor Pencil grip: Get dressed and undressed independently managing zips, buttons and Velcro fastenings. Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use the dynamic tripod grip. Develop the foundations of a handwriting style which is fast, accurate and efficient. Tools and fixing: Accurately use a range of small tools: scissors, cutlery, stapler, hole punch and trowel. Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. Drawing: Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using the above. When drawing themselves represent all of the different face / body parts. 		jumping, skipping, sliding hopping and climbing.
 Fine Motor Pencil grip: Get dressed and undressed independently managing zips, buttons and Velcro fastenings. Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use the dynamic tripod grip. Develop the foundations of a handwriting style which is fast, accurate and efficient. Tools and fixing: Accurately use a range of small tools: scissors, cutlery, stapler, hole punch and trowel. Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. Drawing: Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using the above. When drawing themselves represent all of the different face / body parts. 		Continues to develop stamina when walking and can walk at least a mile.
 Pencil grip: Get dressed and undressed independently managing zips, buttons and Velcro fastenings. Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use the dynamic tripod grip. Develop the foundations of a handwriting style which is fast, accurate and efficient. Tools and fixing: Accurately use a range of small tools: scissors, cutlery, stapler, hole punch and trowel. Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. Drawing: Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using the above. When drawing themselves represent all of the different face / body parts. 		 Know and talk about the different factors that support their overall health and wellbeing, e.g. regular physical activity.
 Get dressed and undressed independently managing zips, buttons and Velcro fastenings. Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use the dynamic tripod grip. Develop the foundations of a handwriting style which is fast, accurate and efficient. Tools and fixing: Accurately use a range of small tools: scissors, cutlery, stapler, hole punch and trowel. Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using the above. When drawing themselves represent all of the different face / body parts. 		Fine Motor
 Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use the dynamic tripod grip. Develop the foundations of a handwriting style which is fast, accurate and efficient. Tools and fixing: Accurately use a range of small tools: scissors, cutlery, stapler, hole punch and trowel. Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using the above. When drawing themselves represent all of the different face / body parts. 		Pencil grip:
 Use the dynamic tripod grip. Develop the foundations of a handwriting style which is fast, accurate and efficient. Tools and fixing: Accurately use a range of small tools: scissors, cutlery, stapler, hole punch and trowel. Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. Drawing: Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using the above. When drawing themselves represent all of the different face / body parts. 		Get dressed and undressed independently managing zips, buttons and Velcro fastenings.
 Develop the foundations of a handwriting style which is fast, accurate and efficient. Tools and fixing: Accurately use a range of small tools: scissors, cutlery, stapler, hole punch and trowel. Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. Drawing: Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using the above. When drawing themselves represent all of the different face / body parts. 		• Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
 Develop the foundations of a handwriting style which is fast, accurate and efficient. Tools and fixing: Accurately use a range of small tools: scissors, cutlery, stapler, hole punch and trowel. Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. Drawing: Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using the above. When drawing themselves represent all of the different face / body parts. 		
 Tools and fixing: Accurately use a range of small tools: scissors, cutlery, stapler, hole punch and trowel. Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. Drawing: Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using the above. When drawing themselves represent all of the different face / body parts. 		
 Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely. Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. Drawing: Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using the above. When drawing themselves represent all of the different face / body parts. 		
 Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape. Drawing: Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using the above. When drawing themselves represent all of the different face / body parts. 		Accurately use a range of small tools: scissors, cutlery, stapler, hole punch and trowel.
 Drawing: Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using the above. When drawing themselves represent all of the different face / body parts. 		 Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely.
 Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using the above. When drawing themselves represent all of the different face / body parts. 		Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape.
 Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using the above. When drawing themselves represent all of the different face / body parts. 		
When drawing themselves represent all of the different face / body parts.		• Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas.
		Create different depth of line using the above.
Accurately form all of the pre-writing shapes.		
Sculpting:		
Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea.		
 Use correct vocabulary to describe process, e.g. twisted, rolled, stretched. 		



Maths	Unit 1: Numbers to 5	Unit 7: Numbers to 10	Unit 14: Counting on and counting back			
(Power Maths)	Unit 2: Comparing groups within 5	Unit 8: Comparing Numbers within 10	Unit 15: Numbers to 20			
(POwer Matris)	Unit 3: 3D and 2D Shapes	Unit 9: Addition to 10	Unit 16: Numerical patterns			
	Unit 4: Changes within 5	Unit 10: Measure (length, height and weight)	Unit 17: Shape (composing and decomposing shapes)			
	Unit 5: Number bonds within 5	Unit 11: Number bonds to 10	Unit 18: Measure (volume and capacity)			
	Unit 6: Space	Unit 12: Subtraction	Unit 19: Sorting			
	Unit 20: Time	Unit 13: Exploring Patterns				
Understanding	History Focus					
Ŭ	Chronology:					
the World	 Know the difference between long ago and no 	w.				
	 Order modern and old objects or events using 	everyday language related to time.				
Dest set	 Know 'my life' is different from the lives of people 					
Past and	 Know the days of the week, months of the year 					
Present	 Begin to experience measuring time with time 					
	 Know that a clock / watch tells us what time it 	is / when to do things.				
	Changes within living memory:					
People, Culture	 Compare life for their family now compared to Explore the ways in which life has changed over 	iffe for their family in the past. In the time of our parents, grandparents and great-grandparents.				
and		hes, transport and toys have changed over time.				
	 Know about life cycles, e.g. animals, humans. 	nes, transport and toys have changed over time.				
Communities	 Relate the changing seasons to the passing of it 	ime				
	Their families:	anc.				
The Network	 Talk about past and present events in their ow 	n life and in the lives of family members.				
The Natural	 Know about similarities and differences between the second second	en themselves and others, and among families, communities, cultures and	traditions.			
World	 Linked to their family / people they know, und 	erstand that when you grow up you don't go to school, you go to work and	I name some of the jobs they could do.			
	Significant people/events locally:					
	 Comment on images of familiar situations in the 	e past.				
	 Give one cause of an event. 					
	Name people who help others in the community and talk about their different roles.					
	Know about one significant inventor and one significant explorer through stories.					
	 Understanding the past through story: Talk about common themes in stories about historical figures, e.g. bravery, difficult choices, kindness 					
	Compare and contrast characters from stories, including figures from the past. Enquiry:					
	Comment on images of familiar situations in th	e nast				
	 Begin to make some accurate comparisons between modern and old objects. 					
	 Find answers to simple questions from writing or a picture. 					
	 Look at books, videos, photographs, pictures and artefacts to find out about the past. 					
	Geography and RS focus					
	Locational knowledge:					
	Name and locate areas in the school community.					
	Discuss the area surrounding the school using knowledge from observation, discussion and maps.					
	Recognise the different areas and places in the community.					
	Name, locate and talk about one other country, linked to what they have read.					
	Place knowledge:	a same physical and human features (including constitution and by	ulife is different there from where they live			
		g some physical and human features (including weather patterns) and how	ville is unrerent there from where they live.			
	 Name the city / town / village / country in white Know what type of house they live in. 	ch they live and the street where their home and school are.				
		eatures of their local environment and how environments might vary from	one another			
	 Taik about and name the physical and human i 	catures of their local environment and now environments might vary from	ו טווכ מווטנווכו.			



"MARY SCHO
Name and describe human and physical features of the places they have visited and places from stories.
Seasonal changes and weather:
Know the names of the seasons and what the weather is / can be like in each.
Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants.
Describe how trees and plants change in different seasons.
Know that some animals store food for the winter.
Know that some animals hibernate in the winter.
Geographical skills and fieldwork:
Draw information from a simple map.
 Begin to use atlases and globes to find where they live / where people / animals from the stories they have encountered live.
People and Communities, including different religious and cultural communities:
Talk about their immediate family and community and some of their routines, culture and celebrations.
 Recognise that people have different beliefs and celebrate special times in different ways.
Understand that some places are special to members of their community.
Name people who help others in the community and talk about their different roles.
 Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.
Science focus
Plants:
Name some common plants / vegetation.
Examine change over time, for example, life cycle of different plants.
Talk about simple plant parts and what happens to them. Use language, e.g. leaves, roots, stem, petal.
Talk about simple similarities and differences in plants.
Animals, including humans:
Talk about some similarities and differences in animals including humans.
Name all basic parts of the human body that they can see and the brain and heart.
 Observe different animals and their body parts and talk about why they have them, e.g. beak, wings, legs. Name some habitats, e.g. homes of hirds (garden forest, wood and water).
 Begin to talk about what their body needs, e.g. food, water exercise and sleep. Everyday materials:
- Know about similarities and differences in materials.
 Sort materials using criteria such as soft, hard, flexible, plastic, wood, metal.
 Develop their own ideas through experimentation with a diverse range of materials.
 Increasingly choose more appropriate materials for the job, e.g. cotton reels / lids for wheels, wool for hair.
Look at how materials change, e.g. when cooking.
Seasonal change:
Know the names of the seasons and what the weather is / can be like in each.
Talk about the changes that each seasons brings in relation to their environment: the clothes they wear, the weather and the plants.
Describe how trees and plants change in different seasons.
Know that some animals store food for the winter.
Know that some animals hibernate in the winter.
Environmental change:
Talk about the features of their own immediate environment and how environments might vary from one another.
Know some ways in which humans are harming the world and how to help.
Forces and how things work:
Know how to use a variety of different tools and equipment and how they work.
Know the effect of simple push and pull forces.
Working scientifically:
Question why things happen, having their own ideas.

- Carry out observations on changes, e.g. growing plants, floating and sinking, ice melting, magnets, sponges in water.
- Look closely at similarities, differences, patterns and change.



	· Male shows the second surface advantage
	Make observations and explain observations.
	Explore the natural world around them.
	Make predictions about what might happen
	Make decisions about what to do.
	Describe what they see, hear and feel whilst outside
Expressive Arts	Creating with materials
and Design	Range of materials:
and Design	Develop their own ideas through experimentation with a diverse range of materials.
	 Increasingly choose more appropriate materials for the job, e.g. cotton reels / lids for wheels, wool / thread for hair.
Creating with	Join different materials explaining why they have chosen a specific fixing.
J	Purposefully choose construction materials for a specific job.
Materials	Tools and fixings:
Being	Accurately use a range of small tools - scissors, cutlery, stapler, hole punch, trowel.
-	 Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely Use a range of fivings evaluating challes – stanles – stanles
Imaginative	Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape.
and Expressive	Painting:
and Expressive	Continue to develop their colour-mixing techniques to enable them to match the colours they see and want to represent
	 Self-select different types of paint for a purpose, e.g. ready mix, watercolour, powder paint. Self-select different tools for painting linked to purpose, e.g. brushes, sponges, rollers.
	Drawing/line:
	 Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using the above.
	 When drawing themselves, represent all of the different face / body parts.
	 Sculpting: Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea.
	 Use correct vocabulary to describe process e.g. twisted, rolled, stretched.
	Colour/pattern/texture/shape:
	 Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours.
	 Know how to make colours lighter and darker using black and white.
	 Know how to make colours ignet and dated using black and winter. Know the names of some other colours mixed this way e.g. pink and grey.
	 Select specific textures to represent different things e.g. glitter / sequins for fireworks / Christmas, mixing sand into paint / glue to represent the beach.
	 Recognise and create different patterns using loose parts and shapes.
	 Describe patterns using correct vocabulary.
	Artists/wider concepts:
	Know what an art gallery is.
	Name at least two different artists.
	 Express clear opinions about different paintings / designs / sculptures justifying their opinions.
	 Talk about colours, shapes, patterns and texture in different pieces of art.
	Discussion and evaluation:
	 Share their creations explaining the process they have used, e.g. colours, fixings and materials using mostly accurate vocabulary.
	 Return to and build on their previous learning, refining ideas and developing their ability to represent them.
	 Say what works well / why they are proud / pleased about their creation and what they might do to make it even better.
	 Create collaboratively, sharing ideas, resources and skills.
	Music, dance and drama focus
	Using voices:
	Recall an increasing repertoire of familiar songs.
	 Sing in a group or on their own, increasingly matching the pitch and following the melody.
	Create songs of their own to match their imaginative play (often sung to a known tune).
	Create songs of their own to match their imaginative play (often sung to a known tune).



	Playing instruments:						
	Accompany songs with simple instruments, keeping a steady beat.						
	Name an increasing number of instruments, describing the sounds they make and what they might be used for.						
	Listening with concentration:						
	 Listen with concentra 	tion to stories with repeated refrai	ns, dances and action songs involving	g looking and pointing, and songs that	require replies and turn-taking.		
		when singing a short song / sharing	opinions about music and performa	nce.			
	Experimenting with sounds:						
	 Choose particular instruments / body parts and sounds for their own imaginative purposes. Increasingly collaborate with others to experiment with body parts and instruments to create more layered sounds. 						
	Tap out simple repeated rhythms. Response, discussion and evaluation:						
	 Watch and talk about 	dance and performance art, expre	ssing their feelings and responses.				
	 Respond imaginative 	y to art works and objects, e.g. this	music sounds like dinosaurs				
	 Listen attentively, mo 	ove to and talk about music, express	sing their feelings and responses.				
	Dance using simple movement par	tterns:					
	Follow simple dance	patterns.					
	 Experiment with difference 						
	Represent their own	ideas, thoughts and feelings throug	h dance.				
			n order to express and respond to fee	lings, ideas and experiences.			
	Adapt, create and sustain a range	•					
		in a range of pretend play, sometir	nes taking the lead.				
		presentations of both imaginary an	-				
		decide upon / negotiate roles.					
	Improvise, devise and script dram						
	Introduce a storyline or narrative into their play						
			av.				
	 Adapt and recount known narratives in their pretend play. Use props for specific purposes. 						
	 Have lots of imaginative ideas when playing with small world and construction kits and involve others in these ideas / narratives. 						
	 Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. 						
Deligious	EYFS 1: I am Special	Diwali	EYFS 3: Special People	EYFS 7: Easter/1.5 What do you	EYFS 10: Prayer	EYFS 5: Stories Jesus Heard	
Religious	(links to Islam)	How Diwali is celebrated	(Links to Islam)	think is the most important part	(Links to Islam)		
Education	(Rama and Sita Story		of the Easter story? (5)		EYFS 6: Stories Jesus Told	
	EYFS 2: Harvest/1.1 How can	Rangoli Patterns	Shrove Tuesday		World Faith: How do Muslims		
(Questful RE)	we help those who do not have	Mehndi Design	,	1.7 Why is baptism special? (4)	show care? (3)		
	a good harvest? (5)	Making Diya Lamps	World Faith: What do people of	,	(-)		
			the Muslim faith believe about	Noah's Ark			
		EYFS 4: Christmas / 1.3 Why	creation? (5)				
		do we give and receive gifts?	. ,				
		(5)					
		The Christmas Story					
		Christmas around the world					
		Posada					
Year 1 Links	Science	Science	Science	Science	Science	Science	
	Plants:	Materials:	Animals including Humans	Animals including Humans:	Plants:	Materials:	
			Ũ				
	 identify and name a 	 distinguish between 	 identify and name a 	 identify and name a 	 identify and name a 	 distinguish between an 	
	variety of common	an object and the	variety of common	variety of common	variety of common wild	object and the material	
	wild and garden plants,	material from which it	animals including fish,	animals including fish,	and garden plants,	from which it is made	
		is made					
		.5 11000					



including deciduous and evergreen trees	 identify and name a variety of everyday 	amphibians, reptiles, birds and mammals	amphibians, reptiles, birds and mammals	including deciduous and evergreen trees	 identify and name a variety of everyday
identify and describe the basic structure of a variety of common	materials, including wood, plastic, glass, metal, water, and rock	 identify and name a variety of common animals that are 	 identify and name a variety of common animals that are 	 identify and describe the basic structure of a variety of common 	materials, including wood, plastic, glass, metal, water, and rock
flowering plants, including trees Animals including Humans:	 describe the simple physical properties of 	carnivores, herbivores and omnivores	carnivores, herbivores and omnivores	flowering plants, including trees	 describe the simple physical properties of a variety of everyday
 identify, name, draw and label the basic 	a variety of everyday materials	the structure of a variety of common	 describe and compare the structure of a variety of common animals (fish, 	Seasonal Changes:	materialscompare and group
parts of the human body and say which part of the body is associated with each	 compare and group together a variety of everyday materials on the basis of their 	animals (fish, amphibians, reptiles, birds and mammals including pets)	amphibians, reptiles, birds and mammals including pets)	 observe changes across the 4 seasons observe and describe weather associated 	together a variety of everyday materials on the basis of their simple physical properties
sense	simple physical properties	Seasonal Changes:	Seasonal Changes: • observe changes across	with the seasons and how day length varies	Seasonal Changes:
Seasonal Changes: • observe changes	Seasonal Changes:	 observe changes across the 4 seasons 	the 4 seasons		 observe changes across the 4 seasons
across the 4 seasons	 observe changes across the 4 seasons 	 observe and describe weather associated with 	 observe and describe weather associated with the seasons and how day 	Geography Hot and cold areas of the	 observe and describe weather associated with
 observe and describe weather associated with the seasons and how day length varies 	 observe and describe weather associated with the seasons and 	the seasons and how day length varies	length varies <u>History</u> Local history -	world	the seasons and how day length varies
Geography	how day length varies	History The lives of significant people: Rosa Parks	events/changes within living memory	Music Your imagination	History The lives of significant people – Amelia Earhart
Human and Physical features	Music Rhythm in the way you	Geography	Music	DT Structures	Geography
History	walk and banana rap	Continents, oceans, UK countries, Capital cities and	Round and Round	Art 3D block E	Mapping and fieldwork
Events/changes within living memory	Food and nutrition, textiles	seas	Textiles block D	PSHE Being my best	Music Reflect, rewind and replay
	Art Painting block B	Music In the groove	PSHE Rights and Respect	PE Athletics	DT Mechanisms
Music Hey you!	PSHE Valuing differences	DT Understanding materials	PE Multi Sports	Computing	<u>Art</u> Collage block F
DT Food and nutrition	PE Dance	<u>Art</u> Printmaking block C	Computing ScratchJr: Creating a Quiz	Technology All Around Us	PSHE Growing and changing



Art	Computing	PSHE	
Drawing block A	Everyone Can Code Early	Keeping safe	<u>PE</u>
	Learners: Functions and Loops		Team Games
PSHE		PE	
Me and my relationships		Gymnastics	Computing
			Everyone Can Create: Patterns
PE		Computing	and Shapes
Basic Movements/ Multi-		Online Safety Smartie the	
skills		Penguin	
Computing			
Everyone Can Create: Light and			
Shadows in Photography			