

Year R – Foundation subjects

Subject	Autumn Term	Impact (2 or 3 ley learning statements)
Geography knowledge and understanding of the world; People and communities, The World	Autumn Walk- Local Area	To be able to identify 3 features of the playground e.g. castle, walking path, grass etc To use prepositional language e.g. next, behind, beside, in front To use the vocabulary of features e.g. castle, walking path, grass. Hands on exploration of natural materials Respect and care for different things Explore natural world- describe, see, hear, feel, outside Changing seasons
	Christmas In Germany	To say 1 similarity between Christmas celebrations. To say 1 difference between Christmas celebrations. Begin to make sense of own life Positive attitudes about differences between people Different countries in world and talk about differences experienced/seen in photos Talk about members of family and community Information from simple map Recognise different beliefs and celebrations Similarities and differences between life in this country and others
History- knowledge and understanding of the world; People and communities, The World	All about Me- Talking about themselves and family	To be able to say what is important to them. To be able to say why things are important to them. Begin to make sense of own life

		<p>Positive attitudes about differences between people</p> <p>Talk about members of family</p> <p>Name and describe familiar people</p> <p>Comment on images of familiar situations in past</p>
<p>Science- knowledge and understanding of the world; People and communities, The World</p>	<p>Healthy Eating and Germs</p>	<p>To be able to say what is healthy for me and how to keep my body healthy.</p> <p>To know the importance of hygiene.</p> <p>Become more independent in self care</p> <p>Make healthy choices- food, drink, activities,</p> <p>Health and well-being- regular physical activity, healthy eating</p> <p>Personal hygiene</p>
	<p>Floating and Sinking</p>	<p>To understand the difference between floating and sinking.</p> <p>To be able to predict whether an object will float and sink.</p> <p>To be able to able to explain my prediction</p> <p>Explore collections of materials- similarities and differences</p> <p>Explore how things work</p>
	<p>Autumn Walk</p>	<p>To say how things change according to the seasons.</p> <p>To say 2 signs of Autumn.</p> <p>Explore natural world- describe, see, hear, feel</p> <p>Changing seasons</p>
	<p>Cooking- Gingerbread Man</p>	<p>To know ingredients can be combined to form a dough.</p> <p>To know a dough will change when cooked.</p> <p>Differences between materials and changes</p>

	Cooking- Healthy treat	<p>To know which elements are healthy and which are a treat.</p> <p>Become more independent in self care Make healthy choices- food, drink, activities, Health and well-being- regular physical activity, healthy eating Personal hygiene</p> <p>To say how fruit helps our body.</p>
DT- Expressive Arts and design; Exploring and using media and materials, Being imaginative	Junk modelling boats	<p>To select materials for a purpose.</p> <p>To experiment with properties of materials e.g. floating and sinking.</p> <p>Explore materials freely Develop own ideas and select materials to express ideas Joining materials and explore textures</p>
	Large scale junk modelling	<p>To cooperate with a group.</p> <p>To say what was good and what could be improved.</p> <p>Explore materials freely Develop own ideas and select materials to express Joining materials and explore textures Collaboration- sharing ideas, resources and skills</p>
	Small houses junk modelling	<p>To experiment with different joining techniques e.g. glue, runny glue, sellotape, blutac, treasury tags.</p> <p>To say why a technique is appropriate.</p> <p>Explore materials freely Develop own ideas and select materials to express Joining materials and explore textures</p>

	Making own puppets	<p>To use scissors correctly and safely. To select the best way to join materials using previous knowledge. Choose resources to carry out own ideas Use one handed tools Small motor skills Build on previous learning, refining ideas</p>
Art- Expressive Arts and design; Exploring and using media and materials, being imaginative	Painting a picture of themselves	<p>To be able to hold a paintbrush correctly To be able to name at least 5 colours To be able to use accurate colours. Use one handed tools Show different emotions in painting Explore, use and refine a variety of artistic effects</p>
	Natural material collage	<p>To experiment with different properties of glue and say which is most effective. To say what they like about their collage and what they would improve. Explore, use and refine a variety of artistic effects Build on previous learning, refining ideas</p>
	Painting traditional tale characters	<p>To use a paintbrush effectively for an effect. To select appropriate colours. Use one handed tools Explore colour Draw with increasing complexity and detail</p>
	Collage traditional tale characters.	<p>To select materials for a purpose. To arrange materials within a line. Use one handed tools Build on previous learning, refining ideas</p>

	Concertina Father Christmas	<p>To follow simple instructions. To fold a simple concertina. To cut a simple shape. Use one handed tools Explore, use and refine a variety of artistic effects</p>
Computing – knowledge and Understanding of the world; Technology (this will be going in 2021 in new EYFS framework)	Purple mash treasure map	<p>To be able to use a mouse and show some control. To use a computer program to select different colours.</p>
	Using Camera to record	<p>To operate a simple camera. To say what the shutter button does.</p>
	Purple Mash- Gingerbread Man	<p>To show greater control using a mouse. To change thickness of colour.</p>
Music- Expressive Arts and design; Exploring and using media and materials	Charangha Planning- Me!	<p>To be able to follow pulse in a nursery rhyme To be able to follow the rhythm in a nursery rhyme To be able to perform a song To be able to recognise high and low pitch. Listen to sounds Respond to music expressing thoughts and feelings</p>

		<p>Remember and sing whole songs</p> <p>Pitch Match</p> <p>Melody</p> <p>Move and talk about music- express feelings and responses</p> <p>Sing in group and on own- pitch and melody</p>
	<p>Using musical instruments for sounds effects within role play.</p>	<p>To use instruments for effect.</p> <p>To be able to say why a particular instrument has been chosen.</p> <p>Play instruments with increasing control</p> <p>Explore and engage in music making</p>
	<p>Charangha planning- My stories!</p>	<p>To be able to talk about pulse.</p> <p>To be able to follow the rhythm in a nursery rhyme</p> <p>To be able to perform a song</p> <p>To be able to recognise high and low pitch.</p>

		<p>Listen to sounds</p> <p>Respond to music expressing thoughts and feelings</p> <p>Remember and sing whole songs</p> <p>Pitch Match</p> <p>Melody</p> <p>Move and talk about music- express feelings and responses</p> <p>Sing in group and on own- pitch and melody</p>
RE- knowledge and understanding of the world; People and communities, The World	Fireworks	<p>To say what a celebration is.</p> <p>To give an example of how we celebrate.</p> <p>Recognise different beliefs and celebrations</p>
	Nativity story	<p>To know 3 key events of the Christmas story.</p> <p>To know that Christians celebrate Christmas.</p> <p>Positive attitudes and differences between people</p> <p>Recognise different beliefs and celebrations</p>

<p>PE- Physical Development; Moving and handling, Health and care</p>	<p>Movement (Dance)</p>	<p>To understand what is a safe space for them to dance within. To understand the tempo of music and if it is fast / slow. To understand if music is happy / sad. To perform a range of movements in a simple sequence. To perform a starting and finishing position linked to the music. To move to the correct tempo of the music, fast movements to fast music / slow movements to slow music.</p> <p>Use and remember sequences and patterns of movement linked to music.</p> <p>Large muscle movements</p> <p>Good posture- core strength</p> <p>Overall body strength, co-ordination, balance and agility</p> <p>Watch and talk about dance and performance art- expressing feelings and responses.</p>
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	Invasion	<p>To understand what is a safe space To identify a safe space to move into To perform a range of basic skills e.g. travelling around an area amongst peers. and obstacles To send and receive balls in a variety of ways. To travel with control and confidence Match developing physical skills to tasks and activities. Rolling, crawling, walking, jumping, running, hopping, skipping with control and grace Throwing, catching, kicking, passing, batting, aiming Ball skills- confidence, competence, precision and accuracy</p>
SMSC- Personal, Social and Emotional development; Self-confidence and self-awareness, managing feelings and behaviour, Making relationships	Happiness	<p>To say something that makes me happy. To say something that makes me sad. To understand that different things make others happy and sad. Talk about feelings- happy, sad, angry, worried Begin to understand feelings of others Express feelings and consider feelings Identify and moderate own feelings Think about others</p>
	Power Of Yet	<p>I can talk about my achievements. I can show perseverance. Valuable individual Resilience and perserverance</p>

	Emotions	<p>I can say how I am feeling.</p> <p>I understand different things make me feel different ways.</p> <p>I can say how to change my feelings.</p> <p>Talk about feelings- happy, sad, angry, worried</p> <p>Begin to understand feelings of others</p> <p>Express feelings and consider feelings</p> <p>Identify and moderate own feelings</p> <p>Think about others</p>
	Positivity	<p>I can persevere when I find things tricky.</p> <p>I can say why it is important to keep trying.</p> <p>Valuable individual</p> <p>Resilience and perseverance</p>

Subject	Spring Term	Impact (2 or 3 key learning statements)
<p>Geography knowledge and understanding of the world; People and communities, The World</p>	<p>Chinese New Year</p>	<p>To say 1 similarity between China and England.</p> <p>To say 1 difference between China and England.</p> <p>Different countries in world and talk about differences/experiences seen in photos</p> <p>Information from simple map</p> <p>Similarities and differences between life in this country and in others</p> <p>Environments different to one we live</p>

	Uk Day	To say that I live in the city of Southampton, in the country of England. To know London is the Capital City of England. Information from simple map
	Global Day	To know the location of the Arctic and Antarctica. To name an animal who lives in each place. To describe habitat of animals (Science link) Different countries in world and talk about differences/experiences seen in photos Information from simple map Similarities and differences between life in this country and in others Environments different to one we live
History- knowledge and understanding of the world; People and communities, The World	Queen	To know who the Queen is and why she is important. To say a fact about the Queen. Talk about community Understand some places are special to members of community
Science- knowledge and understanding of the world; People and communities, The World	Ice exploration	To know how things freeze. To say why they melt. Hands on exploration of natural materials Talk about what they see Differences between materials and changes Explore natural world
	Plastic and Ocean and Recycling.	To say why recycling is important. To know that their actions affect the world. To say what can be recycled. Show interest in different occupations Explore natural world

	Life Cycles	To observe a caterpillar and how it changes. To discuss growth and changes over time. Key features of life cycles Explore natural world
	Spring Walk	To say how things change according to the seasons. To say 2 signs of Spring. Hands on exploration of natural materials Respect and care for different things Explore natural world- describe, see, hear, feel, outside Changing seasons
	Planting a seed	To say what a seed needs to grow. To observe changes in a seed over time. Plant seeds and care for them Key features of life cycles Explore natural world- describe, see, hear, feel, outside
	Chocolate nests	I can say how chocolate changes at different temperatures. I can say how to melt chocolate safely. Differences between materials and changes
DT- Expressive Arts and design; Exploring and using media and materials, Being imaginative	Junk Modelling Emergency vehicles	I can cooperate with a partner. I can use methods I know to join and fix in the most appropriate way. Explore materials freely Develop own ideas and select materials to express Joining materials and explore textures Collaboration- sharing ideas, resources and skills

		Build on previous learning, refining ideas
	Caterpillar joining	<p>I can use 3 different simple joins. I can evaluate different joins. Explore materials freely Develop own ideas and select materials to express Joining materials and explore textures Build on previous learning, refining ideas</p>
Art- Expressive Arts and design; Exploring and using media and materials, being imaginative	Printing	<p>To explore different textures. To know different objects produce a different texture/shape. Explore materials freely Develop own ideas and select materials to express Joining materials and explore textures</p>
	Colour Mixing	<p>To name primary colours. To know how to make secondary colours. Explore colour/colour mixing</p>
	Ice Printing	<p>I can explore what happens to paint when mixed with water. I can explore different printing techniques. Explore colour/colour mixing Explore, use and refine variety of artistic effects</p>
	London Scene	<p>To use a pencil effectively to draw lines. To use scissors to cut along drawn lines.</p>

		<p>Create closed shapes with continuous lines and begin to use these to represent objects</p> <p>Draw with increasing complexity and detail</p> <p>Small motor skills</p>
	Bubble Painting.	<p>To explore different techniques of painting.</p> <p>To describe the effect of different techniques.</p> <p>Explore, use and refine variety of artistic effects</p>
	Collage sea creatures	<p>To draw an object that is an appropriate scale for the given page.</p> <p>To manipulate materials for a desired effect.</p> <p>Create closed shapes with continuous lines and begin to use these to represent objects</p> <p>Draw with increasing complexity and detail</p> <p>Small motor skills</p>
	Class Collaboration sea creatures.	<p>To select tools and techniques needed to shape, assemble and join materials used.</p> <p>To experiment to create different textures.</p> <p>Small motor skills</p> <p>Explore, use and refine variety of artistic effects</p>
Computing – knowledge and Understanding of the world; Technology (this will be going in 2021 in new EYFS framework)	Technology Day	<p>To know how to operate a gadget (of choosing)</p> <p>To explain to operate a gadget (of choosing)</p>
	Beebots	<p>To operate a beebot.</p> <p>To operate the beebot for a purpose e.g. travelling round a map.</p>

<p>Music- Expressive Arts and design; Exploring and using media and materials</p>	<p>Everyone!</p>	<p>To be able to sing a nursery rhyme in time</p> <p>To be able to talk about how music makes us feel</p> <p>To be able to find the pulse to music using an instrument</p> <p>To be able to find the rhythm to music using an instrument.</p> <p>Listen to sounds</p> <p>Respond to music expressing thoughts and feelings</p> <p>Remember and sing whole songs</p> <p>Pitch Match</p> <p>Melody</p> <p>Play instruments with increasing control</p> <p>Move and talk about music- express feelings and responses</p> <p>Sing in group and on own- pitch and melody</p>
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	Our World	<p>To be able to create my own ways to find rhythm and pitch.</p> <p>To be able to play an instrument in time to music.</p> <p>To be able to sing clearly.</p> <p>Listen to sounds</p> <p>Respond to music expressing thoughts and feelings</p> <p>Remember and sing whole songs</p> <p>Pitch Match</p> <p>Melody</p> <p>Play instruments with increasing control</p> <p>Move and talk about music- express feelings and responses</p> <p>Sing in group and on own- pitch and melody</p>
	Chinese Dragon Dance	<p>To use my body to make different shapes.</p> <p>To move in time with the music.</p> <p>Use and remember sequences and patterns of movement linked to music.</p>

		<p>Large muscle movements</p> <p>Good posture- core strength</p> <p>Overall body strength, co-ordination, balance and agility</p> <p>Watch and talk about dance and performance art- expressing feelings and responses.</p>
<p>RE- knowledge and understanding of the world; People and communities, The World</p>	<p>Chinese New Year</p>	<p>To say 1 similarity between New Year celebrations.</p> <p>To say 1 difference between New Year celebrations.</p> <p>Different countries in world and talk about differences/experiences seen in photos</p> <p>Information from simple map</p> <p>Similarities and differences between life in this country and in others</p> <p>Environments different to one we live</p>
	<p>Mother's Day</p>	<p>To say why Mother's Day is celebrated.</p> <p>To say why my Mum is special.</p> <p>Begin to make sense of own life</p> <p>Talk about members of family</p>
	<p>Easter</p>	<p>I can say why Christians celebrate Easter.</p> <p>I know Easter is about celebrating new life.</p> <p>Positive attitudes and differences between people</p> <p>Recognise different beliefs and celebrations</p>
<p>PE- Physical Development; Moving and handling, Health and care</p>	<p>Gym</p>	<p>To perform simple balances.</p>

		<p>To jump and land safely.</p> <p>Develop movement</p> <p>Skip, hop and balance on one leg.</p> <p>Rolling, crawling, walking, running, jumping, hopping, skipping, climbing with control and grace</p> <p>Overall body strength, co-ordination, balance and agility</p> <p>Good posture- core strength</p> <p>Large and small apparatus</p>
	Invasion	<p>To understand how to travel safely with an object.</p> <p>To understand how to hold or move objects.</p> <p>To understand how to adapt moving with an object based on environment and needs of the game.</p> <p>To perform a range of basic skills e.g. travelling around an area amongst peers and obstacles.</p> <p>To send and receive balls in a variety of ways.</p> <p>To travel with objects with control</p> <p>To move objects in different ways whilst moving themselves.</p>

		<p>Match developing physical skills to tasks and activities.</p> <p>Rolling, crawling, walking, jumping, running, hopping, skipping with control and grace</p> <p>Throwing, catching, kicking, passing, batting, aiming</p> <p>Ball skills- confidence, competence, precision and accuracy</p>
<p>SMSC- Personal, Social and Emotional development; Self-confidence and self-awareness, managing feelings and behaviour, Making relationships</p>	<p>Mindfulness</p>	<p>To be aware of our own thoughts and feelings.</p> <p>To be aware of our senses.</p> <p>To be mindful of ourselves and others around us.</p> <p>Develop sense of responsibility and membership of community</p> <p>Valuable individual</p>
	<p>Responsibility</p>	<p>To understand what responsibility is.</p> <p>To understand some responsibilities, we have in school.</p> <p>To make good choices in school.</p> <p>Develop sense of responsibility and membership of community</p> <p>Valuable individual</p>
	<p>Good to be me</p>	<p>To understand what an idol is.</p> <p>To be able to identify what we are good at.</p> <p>To understand that everyone is different.</p> <p>To know that we are a team as a class.</p> <p>Develop sense of responsibility and membership of community</p> <p>Become more confident in new social situations</p> <p>Valuable individual</p>

	Sharing and caring	<p>To know what sharing is. To identify people in our lives we can share with. To identify what we can share with others. To respond appropriately when people share with us.</p> <p>Play with one or more children, extending and elaborating Help to find solutions to conflicts Increasingly follow rules and understand importance Not always needing adult reminders for rules Develop assertion Talk to solve conflicts Constructive and respectful relationships</p>
	People who help us	<p>To understand adults have different roles in the community. I understand grown ups can help me. To understand different jobs have different roles.</p> <p>Show interest in different occupations Talk about members of family and community</p>
	Stranger Danger	<p>I know what a stranger is. I know how to keep myself safe.</p> <p>Health and wellbeing</p>

Subject	Summer Term	Impact (2 or 3 ley learning statements)
<p>Geography knowledge and understanding of the world; People and communities, The World</p>	<p>Japan</p>	<p>To know Japan is located in a different part of the world. To say 2 things about how Japanese culture is different. <i>Begin to make sense of own life</i> <i>Positive attitudes about differences between people</i> <i>Different countries in world and talk about differences experienced/seen in photos</i> <i>Talk about members of family and community</i> <i>Information from simple map</i> <i>Recognise different beliefs and celebrations</i> <i>Similarities and differences between life in this country and others</i></p>
<p>History- knowledge and understanding of the world; People and communities, The World</p>	<p>Learning about how parents' childhood is different to own</p>	<p>I know the past is different to now. I know things happened before me. I can compare toys from my childhood and the past. I can say 1 difference and 1 similarity. <i>Begin to make sense of own life</i> <i>Positive attitudes about differences between people</i> <i>Talk about members of family</i> <i>Name and describe familiar people</i> <i>Comment on images of familiar situations in past</i></p>
<p>Science- knowledge and understanding of the world; People and communities, The World</p>	<p>Animals and their babies</p>	<p>To know that animals have babies To know the names of 3 animals and their babies.</p>

		<p>Talk about what they see</p> <p>Key features of life cycles- animals</p> <p>Respect and care for living things</p> <p>Explore natural world</p>
	How to care for animals	<p>To know that we have to care for animals.</p> <p>To know how to care for animals eg. feeding etc</p> <p>Talk about what they see</p> <p>Key features of life cycles- animals</p> <p>Respect and care for living things</p> <p>Explore natural world</p>
	Where does food come from?	<p>To know food comes from different sources.</p> <p>To know where 3 foods come from e.g. potatoes and carrots are grown in the ground, apples are grown on trees etc.</p> <p>Talk about what they see</p> <p>Key features of life cycles- plants</p> <p>Respect and care for living things</p> <p>Explore natural world</p>
	Magnets	<p>I can say what is magnetic.</p> <p>I can predict and test materials.</p> <p>I can begin to use language of forces e.g. attract, repel, metal, plastic, push, pull.</p> <p>Explore collections of materials- similarities and differences</p> <p>Explore different forces you can feel.</p>
	Dinosaur fossils	<p>To begin to use simple measurements to follow a recipe.</p> <p>To observe change when ingredients are combined and comment using scientific language e.g. wet, dry, mixed, liquid, solid.</p> <p>Differences between materials and changes</p>

	Making jelly/Making porridge	To observe change when ingredients are combined and comment using scientific language e.g. wet, dry, mixed, liquid, solid. To describe the change in state. Differences between materials and changes
DT- Expressive Arts and design; Exploring and using media and materials, Being imaginative	Animal shelters	To plan a suitable shelter for an animal. I can combine different joins and materials. To evaluate my shelter and say how to improve. Explore materials freely Develop own ideas and select materials to express Joining materials and explore textures Build on previous learning, refining ideas
	Superhero gadget	I can plan a superhero gadget for a specific purpose, explaining the features. I can apply learning to solve a problem. I can evaluate my gadget and make improvements. Explore materials freely Develop own ideas and select materials to express Joining materials and explore textures Build on previous learning, refining ideas
	Moving part dinosaur	I know how to make different parts of a model move. I can combine joins and materials for effect. I can evaluate and make improvements Explore materials freely Develop own ideas and select materials to express Joining materials and explore textures

		Build on previous learning, refining ideas
Art- Expressive Arts and design; Exploring and using media and materials, being imaginative.	Clay Animals	<p>I can use different methods to sculpt clay into a recognisable shape.</p> <p>I can use tools to add texture and detail.</p> <p>I can explain the choices I have made.</p> <p>Explore materials freely</p> <p>Develop own ideas and select materials to express</p> <p>Joining materials and explore textures</p> <p>Build on previous learning, refining ideas</p>
	Painting farm animals.	<p>I can mix colours for a desired effect.</p> <p>I can paint within a line.</p> <p>Explore materials freely</p> <p>Develop own ideas and select materials to express</p> <p>Build on previous learning, refining ideas</p>
	Paper plate farm animals	<p>I can select materials appropriate for my design.</p> <p>I can combine materials for effect.</p> <p>I can use scissors to cut accurately.</p> <p>Explore materials freely</p> <p>Develop own ideas and select materials to express</p> <p>Build on previous learning, refining ideas</p>

	Colour mixing	<p>I can independently mix primary colours to make secondary colours.</p> <p>I can begin to self correct when mixing e.g. add more yellow to blue to make a different shade of green.</p> <p>Explore colour/colour mixing</p> <p>Explore, use and refine variety of artistic effects</p>
	Self-portrait	<p>I can observe features of my face, identify shapes and attempt an accurate representation.</p> <p>I can position features accurately.</p> <p>I can use colour for effect.</p> <p>Explore materials freely</p> <p>Develop own ideas and select materials to express</p> <p>Build on previous learning, refining ideas</p>
	Dinosaur class collage	<p>I can work together to combine materials for effect.</p> <p>I can offer suggestions and listen to the ideas of others.</p> <p>Small motor skills</p> <p>Explore, use and refine variety of artistic effects</p>
	Bear caves	<p>I can safely use a variety of materials.</p> <p>I can invent designs with my peers and teachers.</p> <p>I can build a structure for a practical purpose.</p> <p>Gross Motor skills</p> <p>Explore, use and refine variety of artistic effects</p>

	Making natural things for garden	<p>I can safely use a variety of materials. I can invent designs with my peers and teachers. I can build a structure for a practical purpose. Explore materials freely Develop own ideas and select materials to express Build on previous learning, refining ideas</p>
Computing – knowledge and Understanding of the world; Technology (this will be going in 2021 in new EYFS framework)	Dinosaur- Purple Mash	<p>To change the width of paintbrush tools. To begin to use shape tools and the fill function. To use the keyboard to begin to type.</p>
Music- Expressive Arts and design; Exploring and using media and materials	Big Bear Funk	<p>To be able to identify and follow a rhythm To be able to identify and follow a pitch To be able to play an instrument in time to music. To be able to perform a piece of music. Listen to sounds Respond to music expressing thoughts and feelings Remember and sing whole songs Pitch Match</p>

		<p>Melody</p> <p>Play instruments with increasing control</p> <p>Move and talk about music- express feelings and responses</p> <p>Sing in group and on own- pitch and melody</p>
	<p>Reflect, Rewind and Replay</p>	<p>To be able to use musical vocabulary</p> <p>To be able to link stories with music</p> <p>To be able to talk about how music makes me feel</p> <p>Listen to sounds</p> <p>Respond to music expressing thoughts and feelings</p> <p>Remember and sing whole songs</p> <p>Pitch Match</p> <p>Melody</p> <p>Play instruments with increasing control</p> <p>Move and talk about music- express feelings and responses</p> <p>Sing in group and on own- pitch and melody</p>

RE- knowledge and understanding of the world; People and communities, The World	Eid	<p>I can say different people believe different things. I can show respect for different beliefs. I can say 1 similarity and 1 difference to how Eid compares to Harvest.</p> <p>Positive attitudes and differences between people Recognise different beliefs and celebrations</p>
PE- Physical Development; Moving and handling, Health and care	Athletics	<p>To access different equipment safely. To use a range of equipment properly. To apply skills of throwing and jumping.</p> <p>Develop movement</p> <p>Skip, hop and balance on one leg.</p> <p>Rolling, crawling, walking, running, jumping, hopping, skipping, climbing with control and grace</p> <p>Overall body strength, co-ordination, balance and agility</p> <p>Good posture- core strength</p>

		Large and small apparatus
SMSC- Personal, Social and Emotional development; Self-confidence and self-awareness, managing feelings and behaviour, Making relationships	Big wide world.	<p>To identify different parts of our daily routine. To identify special memories. To identify special places we have been. Develop sense of responsibility and membership of community Become more confident in new social situations Valuable individual Constructive and respectful relationships Understand some places are special to members of the community</p>
	Working together	<p>To be able to name ways in which we can work together. To understand what motivation is. To be able to motivate a friend during a team game. To work effectively as part of a team to complete a task. Develop sense of responsibility and membership of community Play with one or more children, extending and elaborating. Valuable individual Constructive and respectful relationships</p>
	Changes	<p>To identify and evaluate changes that have happened in the school year. To identify future changes as we transition to Y1. To identify and discuss a change I would like to make. Valuable individual</p>

		Identify and moderate own feelings
	Play	<p>To identify ways in which we can play nicely. To create a list of rules for playing a game nicely. To suggest solutions to a problem whilst playing a game.</p> <p>Play with one or more children, extending and elaborating. Help to find solutions to conflict Talk to solve conflicts</p> <p>Think about others Express feelings and consider feelings</p>
	Road Safety	<p>I know there are dangers when crossing the road. I know to cross the road using the Green Cross Code.</p> <p>Health and Wellbeing- Pedestrian safety</p>