

Year Nursery	<p>Summary: In the autumn term, our theme is Families & Celebrations; we look at different festivals & why & how we celebrate them. We share our experiences of our own home life and explore the similarities and differences amongst us. For those who have been to nursery with us, relationships established are really embedded this year but new relationships are made with children who have joined us and we enjoy welcoming them. This term is really exciting as we get to take part in Diwali, Hanukkah, Harvest, Eid and Christmas celebrations. It's a really fun time!</p>		<p>Trips/Visits/Events/Hooks: Hook Book: Owl Babies Class Charter Self-portraits & family portraits Make name labels for pegs Chn and family class party Class family tree Visiting local park to observe seasonal changes Chinese New Year workshop</p>
Autumn			
Me and My Family			
Book: Here We Are Owl Babies The Colour Monster Driver: PSED and History	<p>Outcomes: Celebrating a variety of festivals Family Tree and portraits Self portraits</p>	<p>Room: Yellow Flat: Orange Crinkly: Gold</p>	<p>NPP: n/a</p>

Maths: Number			
Communication and Language		Vocabulary	Activities/Ideas
Listening, Attention and Understanding	Speaking		
Skills	Knowledge		
Maths: Numerical Patterns			
Communication and Language		Vocabulary	Activities/Ideas
Listening, Attention and Understanding	Speaking		

Skills	Knowledge		

Communication and Language	
Listening, Attention and Understanding	Speaking
<p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Expressive Arts Creating with Materials Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Being Imaginative and Expressive Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (voice sounds)</p>	<p>Knows many rhymes</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Be able to express a point of view</p>

Reading	
Word Reading	Comprehension
Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom
Phonics	Engage in extended conversations about stories, learning new vocabulary.
Phase One: Environmental sounds, Instrumental sounds, Body percussion, Rhythm and rhyme and Voice Sounds.	

Writing	Core Texts and Incidental Texts, including songs and rhymes
Use some of their print and letter knowledge in their early writing. (Mark Making) Name, recognise and write the first letter/sound of their name. Begin to know and recite the letters of the alphabet (letter names) Fine Motor Skills Use a comfortable grip with good control when holding pens and pencils. Begins to show a preference for a dominant hand.	Hook Book: Here We Are (First Book for the first two weeks), Owl Babies (start later in autumn one) The Colour Monster Curriculum Links: When Jelly had a Wobble, Goldilocks, The Nativity, Rama and Sita Story (Diwali), Only One You, My Dad, Hair Love (anti-bullying week), Head Shoulder Knees and Toes (science link), So Much, Three Little Pigs (science- materials). Story Time: Lost and Found, That's How Much I Love You, Rhymes and Songs: Twinkle Twinkle, Little Star; Humpty Dumpty; Row, Row, Row Your Boat; Hickory Dickory Doc; Incy Wincy Spider; Wind the Bobbin up; Jack and Jill; Little Miss Muffet; Zoom, Zoom, Zoom; Hey Diddle Diddle; 10 Little Monkeys; I'm a Little TeaPot; The Grand Old Duke of York, Wheels on the Bus; Nick Nack Paddy Whack; If You're Happy and You Know it; Old MacDonald; London Bridge, 1,2,3,4,5, Once I caught a Fish Alive; Patta-a-cake; ; A,B,C (alphabet).

Science					
Communication and Language			Vocabulary	Activities/Ideas	
Listening, Attention and Understanding		Speaking		see hear smell taste touch eyes ears tongue hands nose finger thumb	Head Shoulder Knees and Toes Song Three Little Pigs Eye Spy Feel boxes Lucky Dips Forest School / Park trip
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"		Express a point of view Use a wider range of vocabulary			
Composite	Skills	Knowledge			
I can use my senses to explore the natural world, discuss and answer questions.	To use all their senses in hands-on exploration of natural materials To explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	I know that I see with my eyes, I hear with my ears, I smell with my nose and I touch with my fingers and hands. I can make comments about the things that I see, using new words, and can ask why questions.			

History					
Communication and Language			Vocabulary	Activities/Ideas	
Listening, Attention and Understanding		Speaking		I, me, my, boy, girl, age	-All about me booklet -Design own special book which represents who they are
N/A		To be able to express a point of view			
Composites	Skills	Knowledge			
To begin to make sense of themselves	To use talk to make sense of their own life-story	To know my name To know where I live To know how old I am			

Geography				
Composites	Skills	Knowledge	Vocabulary	Activities/Ideas
To create a simple aerial map (birds eye view map)	<p>Listening, Attention and Understanding Skills</p> <p>To create a map based on the settings of a familiar imaginary story (Little Red Riding Hood, Goldilocks)</p>	<p>Speaking Knowledge</p> <p>To know what a birds eye view is</p> <p>To know that simple shapes represent objects on a map</p> <p>To understand a path can be represented on a map</p>	<p>forest, house, home, path, trees, field, garden, cottage, birds eye view</p>	<p>3d Map/model of story, including locations of characters/journey of characters.</p> <p>Goldilocks</p>

Art and Design				
Communication and Language			Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking	<p>Draw, paint, pencil, brush, paper, colour (names), mixing, line, shape, listen, hear</p> <p>Curvy, spiky, swirly, movement</p>	<p>Colour mixing table</p> <p>Making a colour chart (primary & secondary colour)</p>
To pay attention to more than one thing at a time.		To be able to express a point of view		
Composite	Skills	Knowledge	<p>Lighter, darker, colour names, warm, cool, primary colour, secondary colour</p> <p>Happy, sad, excited, tired, feeling</p> <p>Key Questions: What would happen if...? How could you...?</p>	<p>Adult focus activity - modelling mark making possibilities using different drawing & painting tools</p> <p>Different types of music</p>
To explore drawing & painting to represent ideas	<p>Creating with Materials</p> <p>To use drawing to represent ideas like movement or loud noises</p> <p>To show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>To explore colour and colour-mixing.</p> <p>To develop their own ideas and then decide which materials to use to express them.</p>	<p>To know that you can show how you feel in a drawing or a painting</p> <p>To know the names of the primary and some secondary colours</p> <p>To know that when you mix two colours you get a new colour</p>		

				playing in the art area
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Design and Technology				
Communication and Language			Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking		Selotape, glue, join, materials, paper, card, tissue paper, thread, fabric, wool, cotton, junk modelling, recycling, window, door, roof, wall, Strong, secure Key Questions: What would happen if...? How could you...?
N/A		To be able to express a point of view		
Composites	Skills	Knowledge		
To know the names of simple materials to know some simple joining techniques	Creating with Materials To develop their own ideas and then decide which materials to use to express them.	To know the names of some simple materials To know some simple joining techniques		Junk modelling Making a house


Computing				
Communication and Language			Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking		I like... I dislike... Buttons, press, on and off, move, pull, push, forwards, backwards What is the same? What is different?
N/A		To be able to express a point of view. (in relation to toys, I chose this because...)		
Composite	Skills	Knowledge		
To explore a range of technology and electronic toys	To explore the purpose of icons and buttons on toys. To use a variety of electronic toys in play situations.			Circle time - Lots of toys in the middle and chn to choose their favourite, chn can also choose their least favourite. Exploratory play in continuous play with adults modelling and explaining the

	To show an interest in technological toys by exploring the different features (pulleys, buttons etc).			use of toys. Interactive whiteboard - pictures of two different items but lots of them. Chn to move the items into sorting circles to sort them. (example apples and lemons)
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PSHE

Communication and Language		Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking	Questions How are you feeling? How do you think is feeling? What are the rules? How can we make sure everyone has a turn? Could you help...
N/A			
Composite	Skills	Knowledge	
To play with one or more other children, extending and elaborating play ideas.	To develop their sense of responsibility and membership of a community. To play with one or more other children, extending and elaborating play ideas. To select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. To become more outgoing with unfamiliar people, in the safe context of their setting. To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.		

Please may I...
 ...have a turn
 ...go to the toilet
 ...have a drink
 Can you share with me please?
 I feel...
 Sad
 Happy
 Tired
 Hungry
 Angry
 Worried
 Stop, I don't like it.
 Are you ok?
 Do you need help?
 I can...
 I found it... but....

RE				
Composite	Skills	Knowledge	Vocabulary	Activities/Ideas
<p>Composite: Question: Which stories are special and why? (Strand: Believing) Example Answer: I know the story..... from the Bible/Quran is special to Muslims/Christians because it tells stories from the life of Jesus/Muhammed.</p>	<p>To continue to develop positive attitudes about the differences between people (Development Matters 2020)</p> <p>To identify some of your own feelings in the stories you hear (pg.4)</p> <p>To name and identify features of the Bible (pg. 5)</p> <p>To name and identify features of the Quran (pg 11)</p> <p>To identify the similarities and differences between different people's special stories (pg12)</p>	<p>To know what stories are special to Christians (pg 7&8)</p> <p>To know what stories are special to Muslims (pg 10)</p>	<p>Special, Bible, Jesus, Christian, Muslim, Quran, Muhammed</p>	<p>Check r.e. Schemes of work.</p> <p> F1_Whi...</p>

Music				
Communication and Language			Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking	<p>sing, instrument, perform, audience, high, low, volume, bang, crash, noise, quiet, whisper, noisy, loud, shrill, squeaky, boom, shout, tap, voice, shake</p>	<p>Learn rhymes, poems and songs.</p>
<p>To know many rhymes</p> <p>To listen with increased attention to sounds</p> <p>To respond to what they have heard, expressing their thoughts and feelings</p>		<p>To know many rhymes</p>		
Composites	Skills	Knowledge		
<p>Genre knowledge To listen to music across a range of historical</p>	<p>Singing To remember and sing entire songs</p>	<p>To know and sing a repertoire of songs</p>		

<p>periods, genres, styles and traditions</p> <p>Singing To sing a range of well-known nursery rhymes and songs</p> <p>To perform songs and rhymes with others, and – when appropriate – try to move in time with music</p>	<p>To sing the pitch of a tone sung by another person ('pitch match')</p> <p>To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Playing Instruments To play instruments with increasing control to express their feelings and ideas</p> <p>To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p>			
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P.E

Communication and Language			Vocabulary	Activities/Ideas
Listening, Attention and Understanding	Speaking	balance, ball, bat, carry, control, grip, hold, hop, movement, roll, rolling, skip, space, speed, stand, pose, wave		
To describe and use a wider range of vocabulary.				
Composite	Skills			Knowledge
To explore simple ways to move and balance.	<p>Gross Motor Skills</p> <p>To be able to continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>To be able to use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>To be able to choose the right resources to carry out my own plan. For example, choosing a ball to roll into a space and follow.</p> <p>Fine Motor Skills</p>			

	<p>To use one-handed tools and equipment, for example, bouncing/rolling a ball with one or two hands.</p> <p>To use a comfortable grip with good control when holding an object; bat, ball.</p>			
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Characteristics of Effective Learning		
Playing and Learning	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> • Realise that their actions have an effect on the world, so they want to keep repeating them. • Reach for and accept objects. Make choices and explore different resources and materials. • Make independent choices. 	<ul style="list-style-type: none"> • Participate in routines, such as going to their cot or mat when they want to sleep. 	<ul style="list-style-type: none"> • Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. • Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce." • Know more, so feel confident about coming up with their own ideas.

Year Nursery	Summary: Our spring term theme is called Let's Play & Pretend; our learning is moved into new and exciting worlds. We explore the different roles of people who live and work in the world around us. We get a chance to pretend to be doctors, shop keepers, chefs, astronauts, superheroes and many more. This term is really fun as we have become really confident learners. We also have great fun learning traditional tales.		Trips/Visits/Events/Hooks: Childhood Toy Museum Visiting local park to observe seasonal changes
Spring			
Me and My World			
Book: Aliens Love Underpants Wherever Next We're Going on a Bear Hunt Driver: Science	Outcomes: Building their own space rocket	Room: Backing: Light Blue Flat: Dark Blue Crinkly: Red	NPP:

Maths: Number			
Communication and Language		Vocabulary	Activities/Ideas
Listening, Attention and Understanding	Speaking		
Skills	Knowledge		
Maths: Numerical Patterns			
Communication and Language		Vocabulary	Activities/Ideas

Listening, Attention and Understanding	Speaking		
Skills	Knowledge		

Communication and Language	
Listening, Attention and Understanding	Speaking
<p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"</p> <p>Expressive Arts Creating with Materials Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Being Imaginative and Expressive Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (voice sounds</p>	<p>Sing a large repertoire of songs.</p> <p>Be able to talk about familiar books</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Use longer sentences of four to six words</p> <p>To debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p>

Reading	
Word Reading	Comprehension
<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word 	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book

- recognise words with the same initial sound, such as money and mother	- print can have different purposes
Phonics	- page sequencing
<i>NOTE: New arrivals to begin the first five aspects of phase one based on initial assessment.</i> Phase One: Alliteration	- we read English text from left to right and from top to bottom
	Engage in extended conversations about stories, learning new vocabulary.

Writing	Core Texts and Incidental Texts, including songs and rhymes
Use some of their print and letter knowledge in their early writing, giving meaning to their mark making.	Hook Book:
Write some letters from their name accurately.	Aliens Love Underpants
Recite the letters of the alphabet (letter names)	Whatever Next?
Fine Motor Skills	We're Going on a Bear Hunt
Use a comfortable grip with good control when holding pens and pencils.	Curriculum Links:
Show a preference for a dominant hand.	Peace at Last, My Mother's Fantastic, The Great Race (Chinese New Year),
	Story Time:
	Jack and the Beanstalk, Rapunzel, Little Rabbit Foo Foo,
	Authors: Lauren Child's books and Julia Donaldson Books and Michael Rosen
	Rhymes and Songs:
	Twinkle Twinkle, Little Star; Humpty Dumpty; Row, Row, Row Your Boat; Hickory Dickory Doc; Incy Wincy Spider; Wind the Bobbin up; Jack and Jill; Little Miss Muffet; Zoom, Zoom, Zoom; Hey Diddle Diddle; 10 Little Monkeys; I'm a Little TeaPot; The Grand Old Duke of York, Wheels on the Bus; Nick Nack Paddy Whack; If You're Happy and You Know it; Old MacDonald; London Bridge, 1,2,3,4,5, Once I caught a Fish Alive; Patta-a-cake; Head Shoulder Knees and Toes; A,B,C (alphabet).

Science					
Communication and Language			Vocabulary	Activities/Ideas	
Listening, Attention and Understanding		Speaking		solid liquid dissolve wet dry melt freeze Material vocabulary (hard, soft, wet, dry, rough, smooth, sharp, blunt, cold, hot) same different group push pull twist	Plant seeds Melting ice Freeze objects inside ice
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"		Express a point of view Use a wider range of vocabulary.			
Composites	Skills	Knowledge			
<p>I can group materials with similar properties, I can say why one material is different to another.</p> <p>I know that sometimes we move ourselves, sometimes we are moved by other things.</p>	<p>To explore and talk about different forces they can feel.</p> <p>To talk about the differences between materials and changes they notice.</p> <p>To explore how things work.</p> <p>Plant seeds and care for growing plants.</p>	<p>I know materials can be either solid or liquid. Solids can become liquids and liquids can become solids.</p> <p>I can group materials with similar properties, I can say why one material is different to another.</p> <p>I know that sometimes we move ourselves, sometimes we are moved by other things.</p>			

History				
Communication and Language			Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking		dad, mum, sister, brother, grandma/pa, cousin, uncle, aunty -Family tree -Parents day -Bring your grandparents in day
N/A		To debate when they disagree with an adult or a friend, using words as well as actions		
Composite	Skills	Knowledge		
To begin to make sense of their family history	Historical enquiry To use photos to make sense of their family history	To know who is in my family To know the relationship between family members e.g. That is my dad		
Geography				
Composites	Skills	Knowledge	Vocabulary	Activities/Ideas
To show interest in different occupations To begin to understand the need to respect and care for the natural environment and living things	To ask and answer questions about different job roles To describe how different job roles serve our community To explore the difference between living and non living To compare the difference between natural and man made environments To observe what living things need to stay alive (food, water, light)	To know the different jobs in our community To know what the role of each job is - to help us/ to provide a service.....etc. To know that different people (men/women/ different ethnicities) can take on the same job role (this is delivered through the use of carefully selected resources - female police officers etc.) To know what is living and non living To know what is natural and man made To begin to understand how to take care of different living things	job, shop, office, restaurant, fire station, firefighter, postoffice, postperson, market, doctor, library, librarian natural, environment, living, non living, respect, man made,	Images of places of work in the local community (e.g. market, library, doctors surgery, fire station, post office) and photos of job roles -, dress up and act as people who work in these places - stories, non-fiction texts about these jobs, etc. A local walk to observe living

	To begin to understand what we need to do to take care of our environment	To know we need to take care of our environment (recycle, pick up litter etc.)	things and non living things. Take photographs
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Art and Design


Communication and Language		Vocabulary	Activities/Ideas	
Listening, Attention and Understanding		Reinforce vocab from autumn term New Vocab: Join, stick, glue, tape, secure, strong, sellotape, masking tape Rough, smooth, bumpy, hard, soft, spiky Circle, oval, square, rectangle, triangle Key questions: How will you join it? What will you use? Why have you....? What does it feel like?	Observational drawing Lots of opportunities for creative modelling - adult focus, self directed Revisit Colour mixing charts from autumn Texture rubbings	
Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"				Speaking
Use a wider range of vocabulary.				Knowledge
Composites	Skills			
To join materials & explore textures To explore colour-mixing To begin to use shapes to represent objects	Creating with Materials To join different materials and explore different textures To create closed shapes with continuous lines, and begin to use these shapes to represent objects To explore colour and colour-mixing.	To know what to use to join materials together To know the names of simple shapes To know that adding white to a colour makes it lighter To know that adding black to a colour makes it darker To know which primary colours to use to make a secondary colour		

Design and Technology

Communication and Language		Vocabulary	Activities/Ideas	
Listening, Attention and Understanding		Reinforce vocab from autumn term New Vocab: Join, stick, glue, tape, secure, strong, sellotape, masking tape Rough, smooth, bumpy, hard, soft, spiky	Make rockets - range of materials Possibly use fabric	
To understand a question or instruction that has two parts				Speaking
To use a wider range of vocabulary.				Knowledge
Composites	Skills			

<p>To know what to use to join materials To name simple shapes To understand that materials have different textures</p>	<p>Creating with Materials To join different materials and explore different textures.</p>	<p>To know what to use to join materials together To know the names of simple shapes To understand that materials have different textures</p>	<p>Circle, oval, square, rectangle, triangle Key questions: How will you join it? What will you use? Why have you....? What does it feel like?</p>	
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Computing				
Communication and Language			Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking		
To understand a question or instruction that has two parts.		To be able to express a point of view. (in relation to playing games or toys they like)		<p>Instruction First... then... I like... I dislike...</p>
Composite	Skills	Knowledge		
<p>Playing and analysing computer games: To know and model how toys work.</p>	<p>To use a variety of electronic toys in play situations.</p> <p>To sort and categorise items using technology.</p> <p>To explore the purpose of icons and buttons on toys.</p> <p>To explore toys that simulate control devices (examples - traffic lights, microwaves, cash tills).</p>			<p>Buttons, press, on and off, move, pull, push, forwards, backwards</p> <p>What is the same? What is different?</p>
			<p>Circle time - Lots of toys in the middle and chn to choose their favourite and explain why. Choose their least favourite and explain why.</p> <p>Exploratory play in continuous play with adults modelling and explaining the use of toys.</p> <p>Interactive whiteboard - pictures of two different items but lots of them. Chn to move the items into sorting circles to sort them. (example apples and lemons)</p> <p>Setting up real world table tops and including objects such as traffic lights, microwaves, telephones) Modelling to chn how they work, encouraging chn to then use in their play.</p>	

PSHE				
Communication and Language			Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking		Please may I... ...have a turn ...go to the toilet ...have a drink Can you share with me please? I feel... Sad Happy Tired Hungry Angry worried Stop I don't like it. Are you ok? Do you need help? I can... I found it... but....
To increasingly follow rules, understanding why they are important.		To talk with others to solve conflicts. To Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.		
Composites	Skills	Knowledge		
To develop their sense of responsibility and membership of a community.	To show more confidence in new social situations. To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. To be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. To make healthy choices about food, drink, activity and toothbrushing			
R.E				
Composites	Skills	Knowledge	Vocabulary	Activities
Composite: Question: Which people are special and why? (Strand: Believing) Example answer: I know that Jesus and Guru Nanak are special people because they showed qualities of a good friend (a child might list some qualities)	To continue to develop positive attitudes about the differences between people (Development Matters 2020) To know some of the qualities of a good friend and identify their own	To know who is special to you and why? (pg.4) To know why some people are special. (pg. 6) To know stories Sikh people tell about a	Special Guru Nanak, Zacchaeus, Jesus, Christian, Bible, Friend, Sikh	Look at R.E schemes of work. 

	good friends (pg. 10)	special person (Guru Nanak) (pg. 8)		
		To know a story (story of Zacchaeus) that shows Jesus being a good friend and caring for others (pg.15)		

Music				
Communication and Language			Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking		sing, instrument, perform, audience, high, low, volume, bang, crash, noise, quiet, whisper, noisy, loud, shrill, squeaky, boom, shout, tap, voice, shake
Sing a large repertoire of songs		To know many rhymes		
Composites	Skills	Knowledge		
<p>Genre knowledge To listen to music across a range of historical periods, genres, styles and traditions</p> <p>Singing To sing a range of well-known nursery rhymes and songs</p> <p>To perform songs and rhymes with others, and – when appropriate – try to move in time with music</p>	<p>Playing Instruments To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Singing To create their own songs, or improvise a song around one they know</p> <p>To remember and sing entire songs</p> <p>To sing the pitch of a tone sung by another person ('pitch match')</p> <p>To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>	To build a repertoire of songs		Learn rhymes, poems and songs.

P.E				
Communication and Language			Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking		control, crawl, explore, equipment, grip, instructions, jump, movement, partner, pattern, rolling, run, space, spot, teams, walk,
To describe and use a wider range of vocabulary. To understand a question or instruction that has two parts, such as "find a space and jump on the spot".		n/a		
Composites	Skills	Knowledge		
To start working in small groups to achieve a goal	<p>Gross Motor Skills</p> <p>To start taking part in some group activities which I make up for themselves, or in teams. To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. To be able to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Rolling a ball to a partner. To be able to match my developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Fine Motor Skills</p> <p>To use one-handed tools and equipment, for example, making throws at a target, rolling to a partner. To show a preference for a dominant hand.</p> <p>Understanding the World</p> <p>Explore how things work. (use of different equipment)</p>			

Characteristics of Effective Learning

Playing and Learning	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none">• Do things independently that they have been previously taught.• Bring their own interests and fascinations into early years' settings. This helps them to develop their learning.	<ul style="list-style-type: none">• Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.• Keep on trying when things are difficult.	<ul style="list-style-type: none">• Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.• Make more links between those ideas.

Year Nursery	<p>Summary: Finally, the summer term is all about growing up and moving on; we look at how different creatures like minibeasts move & grow as well as exploring how plants grow and their life cycle. The highlight of the year is when we get the chicks/ducklings. We are able to watch them hatch and grow for two weeks before they return to the farm. It's an exciting term as we are really confident explorers at Forest School now and we are able to see the plants we planted in spring flower and bloom. We also start to get ready for when we move classes in September.</p>		Trips/Visits/Events/Hooks:
Summer			
Me Growing Up			
Book: The Very Hungry Caterpillar Jasper's Beanstalk Monkey Puzzle Oliver's Vegetables Driver: Geography	<p>Outcomes: Experiencing the butterfly life cycle Growing own plants</p>	<p>Room: Backing: Light Green Flat: Yellow Crinkly: Dark Green</p>	NPP:

Maths: Number			
Communication and Language		Vocabulary	Activities/Ideas
Listening, Attention and Understanding	Speaking		
Skills	Knowledge		
Maths: Numerical Patterns			

Communication and Language		Vocabulary	Activities/Ideas
Listening, Attention and Understanding	Speaking		
Skills	Knowledge		

Check Points

Communication and Language

Listening, Attention and Understanding

Enjoy listening to longer stories and can remember much of what happens.

Use a wider range of vocabulary.

Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Expressive Arts

Creating with Materials

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Being Imaginative and Expressive

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person (voice sounds)

Speaking

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Be able to tell a long story

Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Reading	
Word Reading	Comprehension
<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Reads 12 high frequency words. (INSERT LINK)</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom <p>Engage in extended conversations about stories, learning new vocabulary.</p>
Phonics	
<p><i>NOTE: New arrivals to begin the first five aspects of phase one and alliteration based on initial assessment. (70% segmenting and 30% blending)</i></p> <p>Phase One: Oral Blending and Segmenting.</p>	

Writing	Core Texts and Incidental Texts, including songs and rhymes
<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; may write 'm' for mummy.</p> <p>Write some letters accurately.</p> <p>Write their name.</p> <p>Begins to write some of the 12 high frequency words. (INSERT LINK)</p> <p>Fine Motor Skills Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>Hook Book: The Very Hungry Caterpillar Jasper's Beanstalk Monkey Puzzle Oliver's Vegetables</p> <p>Curriculum Links: Titch, The Enormous Turnip,</p> <p>Shared Reading (summer two): The Little Red Hen, Mrs Wishy Washy, Wishy Washy Day</p> <p>Story Time: Story Time Basket filled with the stories that the children have developed a love for.</p>

Rhymes and Songs:

Twinkle Twinkle, Little Star; Humpty Dumpty; Row, Row, Row Your Boat; Hickory Dickory Doc; Incy Wincy Spider; Wind the Bobbin up; Jack and Jill; Little Miss Muffet; Zoom, Zoom, Zoom; Hey Diddle Diddle; 10 Little Monkeys; I'm a Little TeaPot; The Grand Old Duke of York, Wheels on the Bus; Nick Nack Paddy Whack; If You're Happy and You Know it; Old MacDonald; London Bridge, 1,2,3,4,5, Once I caught a Fish Alive; Patta-a-cake; Head Shoulder Knees and Toes; A,B,C (alphabet).

Check Points

Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called"?

Can the child use sentences joined up with word like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".

Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?

Can the child answer simple 'why' questions?

Science					
Communication and Language			Vocabulary	Activities/Ideas	
Listening, Attention and Understanding		Speaking		bird insect fish plants seeds baby mother father parent egg environment life death harm health respect care protect mini-beast, forest, tree, leaf, magnifying glass, pooter, (basic pet names, adult and baby) ([plant and tree vocabulary) compost, rot, re-use, recycle seed root shoot leaves stem flower soil Soil vocabulary (mud, earth, stones, pebbles, sand etc)	Animal visits to the class School pets / guinea pigs Planting plants in the classroom Farm visit
To understand the environment and all living things. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"		Express a point of view Use a wider range of vocabulary.			
Composites	Skills	Knowledge			
I know living things have requirements to grow, survive and reproduce.	To understand the key features of the life cycle of a plant and an animal. To begin to understand the need to respect and care for the natural	I know plants need soil, water and sunlight to grow. I know we can damage things if we don't treat them properly. All living things have needs, we must not deprive them of the things they need. I know plants create seeds, which turn into new plants. Animals have babies, some are born live and some are laid as eggs.			

History					
Communication and Language			Vocabulary	Activities/Ideas	
Listening, Attention and Understanding		Speaking		similar, different, kind, love, care, respect, unique	-Create jigsaw pieces which fit
To understand 'why' questions.		N/A			

Composites	Skills	Knowledge		together to celebrate differences
To develop positive attitudes about the differences between people	To know how to show respect to others	To understand what makes me different To know that everybody is unique		

Geography

Composite	Skills	Knowledge	Vocabulary	Activities/Ideas
To begin to understand the need to respect and care for the natural environment and all living things.	To locate and name the different continents using a simple map (could also learn a song for this) To locate different countries on a simple map To say what is the same / different about clothes/ people/ food from images that represent different countries.	To know that there are different countries in the world and talk about the differences they have experienced or seen in photos	country world holiday England different same/similar(?) respect care protect natural living environment animals plants	Use children's experiences - e.g. holidays, or Bangladesh, to talk about differences experienced or in photos. Growing seeds/bulbs. Bug hotels Chicks/ducklings? Litter picking in playground

Art and Design

Communication and Language		Vocabulary	Activities/Ideas
Listening, Attention and Understanding	Speaking	Revisit autumn & spring vocab New vocab:	Colour mixing table available
To understand a question or instruction that has two parts To understand 'why' questions	To use a wider range of vocabulary. To use talk to organise themselves and their play	Eyes, mouth, nose, ears, hair, eye-brows, chin, cheek, curly, straight	Observational drawing using a range of tools & media

Composites	Skills	Knowledge		
<p>To work more independently to explore different materials</p> <p>To create & use & name closed shapes to represent objects of increasing complexity</p> <p>To explore colour & colour mixing</p>	<p>Creating with Materials</p> <p>To explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>To create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p>To draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>To explore colour and colour-mixing.</p>	<p>To know what I need and where to find it</p> <p>To know the features of the face</p> <p>To know the names of some more simple 2D shapes (star, diamond)</p> <p>To know the names of some simple 3D shapes</p> <p>To know which primary colours make a secondary colour</p>	<p>What will you make?</p> <p>What do you need to make it?</p> <p>What will you do first?</p> <p>How could you make it more secure?</p> <p>Star, diamond, cube, cuboid, cone, sphere, pyramid</p> <p>sculpture</p>	<p>Range of materials for creative modelling/sculptural work</p>


Design and Technology					
Communication and Language			Vocabulary	Activities/Ideas	
Listening, Attention and Understanding		Speaking		<p>Revisit autumn & spring vocab</p> <p>New vocab: Star, diamond Cube, cuboid, cone, sphere, pyramid</p> <p>What will you make?</p> <p>What do you need to make it?</p> <p>What will you do first?</p> <p>How could you make it more secure?</p>	<p>Junk modelling & construction kits to create buildings</p> <p>make photo frames</p>
To understand a question or instruction that has two parts		To use a wider range of vocabulary To use talk to organise themselves and their play			
Composites	Skills	Knowledge			
<p>To choose how to arrange, join and construct for effect</p> <p>To know the names of simple 3D shapes</p>	<p>Creating with Materials</p> <p>To make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>To explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p>To know what I need and where to find it</p> <p>To know the names of some simple 3D shapes</p>			

Computing

Communication and Language			Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking	Instruction First... then... I like... I dislike... Touchscreen, Buttons, press, on and off, move, pull, push, forwards, backwards What is the same? What is different? Touchscreen, same , different, group Safe, unsafe, dangerous	Exploratory play in continuous play with adults modelling and explaining the use of toys. Interactive whiteboard - pictures of two different items but lots of them. Chn to move the items into sorting circles to sort them. (example apples and lemons) Setting up real world table tops and including objects such as traffic lights, microwaves, telephones) Modelling to chn how they work, encouraging chn to then use in their play. T to model using interactive games on whiteboard using whiteboard pen. Chn to then be given the opportunity to do so during free flow.
To understand a question or instruction that has two parts.		N/A		
Composites	Skills	Knowledge		
To know, model and explain how toys and simple technology work	To use a variety of electronic toys in play situations. To sort and categorise items using technology. To be able to use touchscreen to complete age appropriate activities. (examples completing interactive games on whiteboard using purple mash, busy things or topmarks). To explore toys that simulate control devices (examples - traffic lights, microwaves, cash tills).	To explain the purpose of icons and buttons on toys. To understand the difference between safe and unsafe.		
PSHE				
Communication and Language			Vocabulary	Activities/Ideas
Listening, Attention and Understanding		Speaking	Please may I... ...have a turn ...go to the toilet ...have a drink	Questions How are you feeling? How do you think Is feeling?
To not always need an adult to remind them of a rule.				

Composite	Skills	Knowledge		
To help to find solutions to conflicts and rivalries.	<p>To develop appropriate ways of being assertive.</p> <p>To help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider Man in the game, and suggesting other ideas.</p> <p>To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>To make healthy choices about food, drink, activity and toothbrushing</p>		<p>Can you share with me please? I feel... Sad Happy Tired Hungry Worried Angry Stop I don't like it. Are you ok? Do you need help? I can... I found it... but....</p>	<p>What are the rules? How can we make sure everyone has a turn? Could you help...</p>

R.E

Composites	Skills	Knowledge	Vocabulary	Activities
<p>Composite:Question: Which places are special and why? (Strand: Expressing) Example answer: I know that the Mosque/Church is a special place because it is where people go to talk to God. (A child may list features of a mosque or church or give examples of what they do there.)</p>	<p>To continue to develop positive attitudes about the differences between people (Development Matters 2020)</p> <p>To understand that some places are special to members of their community (Development Matters 2020 Reception Autumn)</p> <p>To be able to talk about somewhere that is special to me (pg.4)</p> <p>To identify some significant features of the outside and inside of a church (pg.8)</p> <p>To identify some significant features of a Mosque (pg.12)</p>	<p>To know where a special place is for Christians to go. (pg. 6)</p> <p>To know where a holy place is for Muslims to go. (pg. 10)</p>	<p>Special, Church, Mosque, Christians, Muslims, Holy</p>	<p>Look at R.E schemes of work.</p> <p> F3_Which_places...</p>

	To work as part of a group, sharing and taking turns in order to create a place that is special to everyone. (pg. 16)			
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Music				
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Communication and Language			Vocabulary	Activities/Ideas	
Listening, Attention and Understanding		Speaking		sing, instrument, perform, audience, high, low, volume, bang, crash, noise, quiet, whisper, noisy, loud, shrill, squeaky, boom, shout, tap, voice, shake	Learn rhymes, poems and songs.
To sing a large repertoire of songs		To know many rhymes			
Composites	Skills	Knowledge			
<p>Genre knowledge To listen to music across a range of historical periods, genres, styles and traditions</p> <p>Singing To sing a range of well-known nursery rhymes and songs</p> <p>To perform songs and rhymes with others, and – when appropriate – try to move in time with music</p>	<p>Singing To create their own songs, or improvise a song around one they know</p> <p>To remember and sing entire songs</p> <p>To sing the pitch of a tone sung by another person ('pitch match')</p> <p>To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Playing Instruments To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Play instruments with increasing control to express their feelings and ideas</p>	To build a repertoire of songs			

P.E				
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Communication and Language			Vocabulary	Activities/Ideas
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Listening, Attention and Understanding		Speaking	ball, grip, hold, hands, equipment, holding, jump, movement, pattern, space, travel
To describe and use a wider range of vocabulary. To understand a question or instruction that has two parts (such as "find a space and jump on the spot").		To be able to express a point of view.	
Composite	skills	Knowledge	
ELG: To safely use and explore a variety of equipment.	<p>Gross Motor Skills</p> <p>To describe and use a wider range of vocabulary.</p> <p>To be able to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks/ light pe equipment.</p> <p>To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Fine Motor Skills</p> <p>To use a comfortable grip with good control when holding a ball.</p> <p>To show a preference for a dominant hand.</p>		

Characteristics of Effective Learning		
Playing and Learning	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> Plan and think ahead about how they will explore or play with objects. Respond to new experiences that you bring to their attention. Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next." 	<ul style="list-style-type: none"> Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens. 	<ul style="list-style-type: none"> Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. Concentrate on achieving something that's important to them. They are increasingly able to

- Use a range of strategies to reach a goal they have set themselves.

control their attention and ignore distractions.