

Over-arching principles	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others</p>					
Characteristics of Effective Teaching and Learning	<p><b>Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence and resilience.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Projects and themes</b></p> <p>(These may change and adapt due to the interests and learning needs of the children)</p>	<p>Main project- Are all journeys the same?</p> <p>How can we travel on our journey?</p> <p>Who will help us on our journey?</p>	<p>Main project- Are all journeys the same?</p> <p>How can we keep memories of a journey?</p> <p>How can we prepare for a journey?</p>	<p>Main- How can we solve a problem?</p> <p>How would you get rid of a bad smell?</p> <p>What would you do if your house fell down?</p>	<p>Main- How can we solve a problem?</p> <p>What would you do if a tiger ate your tea?</p>	<p>Main -How can heroes save the world?</p> <p>What makes a superhero?</p> <p>Can animals be superheroes?</p> <p>Who are the real life superheroes?</p>	<p>Main -How can heroes save the world?</p> <p>Who are the real life superheroes?</p>
Key Texts - literacy	<ul style="list-style-type: none"> <li>• Little Red Hen</li> <li>• Emma Jane’s Aeroplane - Katie Haworth</li> <li>• Rumble in the jungle - Giles Andreae &amp; David Wojtowycz</li> <li>• Journey - Aaron Becker</li> <li>• The Family book - Todd Parr</li> </ul>	<ul style="list-style-type: none"> <li>• Stickman - Julia Donaldson</li> <li>• Polar express - Chris Van Allsburg</li> <li>• Grandad’s Campervan - Harry Woodgate</li> <li>• A stroll</li> </ul>	<ul style="list-style-type: none"> <li>• Dirty Bertie - David Roberts</li> <li>• Three Little Pigs</li> <li>• Three little Wolves and the big Bad Pig - World Book Day - focus stories</li> </ul>	<ul style="list-style-type: none"> <li>• Tiger who came to tea</li> <li>• We’re going on an egg hunt</li> </ul>	<ul style="list-style-type: none"> <li>• Supertato veggie assemble</li> <li>• What the ladybird heard</li> </ul>	<ul style="list-style-type: none"> <li>• Non fiction lifecycles.</li> <li>• Real life superheroes</li> <li>• Recycle Michael</li> <li>• Bee story</li> <li>• Little people big dreams- David Attenboroug</li> </ul>

		through the seasons - Kay Barnham				h <ul style="list-style-type: none"> <li>Like the Ocean we rise</li> </ul>
Key texts-maths	<ul style="list-style-type: none"> <li>Grandma's button box - Linda Williams Aber</li> <li>Pattern fish - Trudy Harris</li> <li>Monkey puzzle - Julia Donaldson</li> <li>A squash and a squeeze - Julia Donaldson</li> <li>1,2,3 at the zoo - Eric Carle</li> <li>The Hundred Decker bus - Mike Smith</li> </ul>	<ul style="list-style-type: none"> <li>Maisy goes camping - Lucy Cousins</li> <li>We're going on a bear hunt - Michael Rosen</li> <li>Rosie's walk</li> <li>Pete the cat and his groovy buttons - Eric Litwin</li> <li>Peace at last - Jill Murphy</li> <li>Swimming is on a Saturday - Hyewon Yum</li> </ul>	<ul style="list-style-type: none"> <li>Six Dinner Sid</li> <li>Kipper's Toy box</li> <li>How many Jellybeans</li> <li>Nana's button box</li> </ul>	<ul style="list-style-type: none"> <li>Titch</li> <li>You'll soon grow into them</li> <li>Lifesize</li> <li>Pattern bugs</li> <li>Who sank the boat</li> </ul>	<ul style="list-style-type: none"> <li>How many legs</li> <li>The doorbell rang</li> <li>Ten black dots</li> <li>Captain Invincible and the space shapes</li> </ul>	<ul style="list-style-type: none"> <li>How much does a ladybird weigh</li> <li>Two of everything</li> <li>One odd day</li> <li>Even Steven and odd Todd</li> <li><a href="https://www.youtube.com/watch?v=AA02JTIN6gA">https://www.youtube.com/watch?v=AA02JTIN6gA</a></li> </ul>
Key texts-specific areas of learning	<ul style="list-style-type: none"> <li>The Colour Monster goes to School -</li> <li>When a Dragon Goes to School - Anna Llenas</li> <li>Barbara Throws a wobbler - Nadia Shireen</li> <li>Weirdo - Zadie Smith &amp; Nick Laird</li> <li>Dot - Peter Reynolds</li> </ul>	<ul style="list-style-type: none"> <li>Diwali -</li> <li>Rama and Sita</li> <li>Celebrations around the world - Diwali</li> <li>Stumpy the Hero Dog - Michael Foreman</li> <li>Not a stick - Antoinette Portis</li> <li>Nativity</li> <li>The Remember Balloons -</li> </ul>	<ul style="list-style-type: none"> <li>A walk through the seasons</li> <li>When I grow up I want to be...</li> <li>Celebrations around the world- Lunar New Year</li> <li>C is for China</li> <li>Who's afraid of the big bad wolf?</li> <li>Dragon Dance</li> </ul>	<ul style="list-style-type: none"> <li>Celebrations around the world - Easter</li> <li>Easter</li> <li>Ada Twist Scientist</li> </ul>	<ul style="list-style-type: none"> <li>A walk through the seasons</li> <li>The bee book</li> <li>Snail trail</li> <li>Minibeasts facts</li> <li>Eric Carle books- Hungry caterpillar, The Tiny seed, Very Busy Spider, The bad tempered ladybird.</li> </ul>	<ul style="list-style-type: none"> <li>The Queen's hat</li> <li>A walk around London</li> <li>Once there were giants</li> <li>Great women who made history</li> <li>The King's pants</li> </ul>

		<p>Jessie Oliveros</p> <ul style="list-style-type: none"> <li>Me on a map - Joan Sweeney</li> </ul>				
Vocabulary	Journey, station, plane, train, vehicle, memory, festival, celebration, travel, country, city, town, village, transport, memories,		First, second, third, straw, sticks, brick, construction, engineer, science, investigation, problem, solving, winter, season, occupation, hibernation, grocery, prediction, bulbs,		Memories, lifecycle, pupa/ chrysalis, seed, seedling, flower, roots, stem, Insects, pollination, nectar, beehive, recycle, pollution, habitat, significant Environment Coronation (King Charles III)	
Rhymes and Poems	<p>Wheels on the bus A sailor went to sea Row row row your boat Down in the jungle Down at the station</p> <p>Treasury of songs- Funny face</p> <p>Treasury of songs- Monkey Puzzle</p>	<p>T'was the night before Christmas</p> <p>Treasury of songs- The Stickman song</p> <p>Treasury of songs- Room on the Broom</p>	<p>Poems to perform- Julia Donaldson</p> <p>Dirty Bertie - hand washing rhyme</p>	<p>Sharing a shell- Julia Donaldson</p> <p>My many coloured day- Dr Seuss</p>	<p>Treasury of songs- Keep on the go</p> <p>Treasury of songs- steering a great big trolley</p> <p>Treasury of songs- Nut tree</p>	<p>Mad about minibeasts (rhyme book)</p> <p>Minibeasts and animals (rhyme book)</p> <p>Treasury of songs- What's your colour?</p>
Enhanced provision, experiences and visits	<p>Local landmark drone footage</p> <p>Bread making</p> <p>Explore school site and surrounding area</p>	<p>Diya lamp - clay</p> <p>Video of Diwali preparation</p> <p>Video of Diwali celebration</p> <p>Nativity performance</p> <p>Come dressed in Pjs and board the polar express (video story and hot chocolate)</p>	<p>Project launch-Come as "Big Me" - what I want to be when I grow up? - pre project thoughts- mini careers day with stations for children to experience a variety of jobs- e.g doctor- bandages and first aid kit, engineer- electrical equipment etc to fix.</p> <p>Visits and interviews with people who help us around school - head teacher, school cook, school crossing patrol</p>	<p>Visit from a wide range of careers e.g dog groomer, builder, vet, doctor, chef, doctor.</p> <p>Order an online shop and help to create a shopping list using technology. Receive delivery of the online order and meet driver, help to unpack, and put away items. Past and present shopping/retail</p>	<p>Bee keeper visit</p> <p>Guide dog and handler visit</p>	<p>Trip to Northumberland Zoo- animals and playpark</p> <p>Visit from real life superheroes - doctor, nurse, police, paramedic, firefighter etc</p>

				changes over time		
Music and Songs	<p>Charanga- Pat a cake 12345 once I caught a fish alive Five little ducks Name song Things for things</p>	<p>Nativity songs - Baarmy Bethlemhem We wish you a merry Christmas</p> <p>Charanga-  I'm a little teapot The grand old Duke of York Ring O' Roses Hickory Dickory Dock Not too difficult The ABC song</p>	<p>Charanga- Wind the Bobbin Rock a bye baby Five little monkeys Twinkle Twinkle If you're happy and you know it Head, shoulders, knees and toes</p>	<p>Charanga- The Hokey Cokey Old MacDonald Incy Wincy Spider Baa baa black sheep Row your boat Wheels on bus</p>	<p>Charanga- Listen and appraise funk music  Simple sea shanties</p>	<p>Consolidate songs taught across the year via Charanga</p>
Focus Artist	<p>Frieda Kahlo - self portrait  Dot - <a href="https://www.youtube.com/watch?v=gSkkWKxKBW8">https://www.youtube.com/watch?v=gSkkWKxKBW8</a></p>	<p>Wassily Kandinsky- concentric circles and concentric circle trees</p> <p>Friedenreich Hundertwasser - architectural art</p>	<p>Yayoi Kusama - dots Painting, sculpture and infinity rooms</p> <p>David Roberts- illustrator of Dirty Bertie (drawing characters and people)</p>	<p>Vincent Van Gough - starry night and sunflowers</p> <p>Henri Rousseau - Tiger in a tropical Storm</p>	<p>Eric Carle - use of tissue paper and colour in art to create minibeast- spider, ladybird, cricket, The Tiny Seed.</p>	<p>Lee Lambert- North East artist - monochromatic cityscapes</p>

## What We Want Children to Learn

Autumn 1	Communication and Language	Physical Development	Personal, Social and Emotional Development
	<p>What we want the children to know</p> <p>Know vocabulary How? And Why?</p> <p>Recall and define specialist vocabulary for the half term</p> <p>Know that you take turns in conversation, play and games</p>	<p>What we want the children to know</p> <p>The difference between toys and tools</p> <p>Know and name some simple jumps (e.g star jump, 2 feet stationary, dynamic)</p>	<p>What we want the children to know</p> <p>There are rules for different places and experiences in schools (eg assembly)</p> <p>Know handwashing and food preparation rules</p> <p>In a familiar group situation, eg carpet time, know when it is time to listen and when it is time to talk</p> <p>Distinguish between healthy food choices and special treats.</p> <p>Recognise who you can talk to is you feel unsafe or worried</p> <p>Know how you are feeling and that you have different emotions</p> <p>Know it is ok to express your emotions</p> <p>Recognise dangers in the house and classroom what I should and shouldn't touch</p> <p>How to stay safe in the sun</p>

	<p><b>What we want the children to know how to do</b></p> <p>Secure agreed rules for conversational turn taking in small and larger groups.</p> <p>Ask questions to find out more Formulate and respond to "Why?" and "How?" questions in response to familiar texts or situations.</p> <p>Follow two step instructions.</p>	<p><b>What we want the children to know how to do</b></p> <p>Use hammers and tools effectively</p> <p>Stack, aligning, balancing with magnetic joints</p> <p>Join and separate small construction kit components by clicking and twisting.</p> <p>Dig with trowels and hand forks Can thread, peg, and sew on cards with growing independence</p> <p>Cut and turn along outlines with developing accuracy</p> <p>Participate in hand action songs Knows how to move safely in a large space, negotiating obstacles</p> <p>Travel in different ways with control and coordination.</p> <p>Cuts some foods with a knife and fork with growing independence</p> <p>Use squashing techniques including rolling pins to achieve desired effects.</p> <p>Jump in different ways (forwards, sideways, stationary, dynamic)</p> <p>Imitates adult drawing to create a simple representation</p> <p>Take off and put on own coat Take off /put on own shoes</p>	<p><b>What we want the children to know how to do</b></p> <p>Follow wider school regimes - eg assembly</p> <p>Articulate and demonstrate handwashing and food preparation. Work in pairs to succeed in a challenge.</p> <p>Perform confidently to an audience in a simple adult structured presentation.</p> <p>In a familiar group situation, eg carpet time, know when it is time to listen and when it is time to talk</p> <p>Perform confidently to an audience in a simple adult structured presentation (eg talk for writing). Talk about works of art, saying what they like or do not like</p>
Literacy	Maths	Understanding the World	Expressive Art and Design
<p><b>What we want the children to know</b></p> <p>We can use letters in order to communicate meaning (simple CVC)</p>	<p><b>What we want the children to know</b></p> <p>Count forwards to 10 demonstrating the stable order principle</p> <p>Names the number after and</p>	<p><b>What we want the children to know</b></p> <p>Know names for some types of tree and know some trees change in autumn</p>	<p><b>What we want the children to know</b></p> <p>Knows new colours can be created by mixing</p> <p>Knows pieces of music have</p>

<p>words)</p> <p>To know 'ditties' for writing some letters.</p> <p>Know set 1 sounds and digraphs (sh, ch, th, nk, ng)</p> <p>Memorise more complex action rhymes and nursery rhymes.</p> <p>Know all letters by sound and write them down</p> <p><b>What we want the children to know how to do</b> Can sequence events from a familiar story with a degree of independence</p> <p>Grasp and use a wider range of structures in books and use these to aid participation (eg, recognising when parts of a story repeat).</p> <p>Look for cues in illustrations Perform more complex action rhymes and nursery rhymes.</p> <p>Use some letters in sequence to convey meaning, including CVC words.</p> <p>Break speech into words when writing with an adult.</p> <p>Form some recognisable letters correctly during adult modelled sessions.</p> <p>Write labels, lists and captions with support.</p>	<p>counting on from a given number.</p> <p>Count sets of objects or actions, demonstrating the cardinal rule within 5, then 10</p> <p>Number composition to 3 Recognise commonality and make sets.</p> <p>Recognise composition up to 3- knowing a number can be made up of 2 or more smaller numbers</p> <p>Qualitative comparison of length and height</p> <p>Complete AB visual linear patterns</p> <p>Narrate the pattern of the school day using now, next, after</p> <p><b>Prepositional language</b></p> <p><b>What we want the children to know how to do</b></p> <p>Sort by one criterion. Recognise the odd one out in a set. Count backwards within 10, understanding the number before and counting back from a given number (counting objects or within stories and rhymes)</p> <p>Using objects or actions can demonstrate composition of numbers to 5.</p> <p>Make qualitative comparison of mass and capacity (full, empty, half full etc)</p> <p>Subitising to 5</p> <p>Spot an error in an AB pattern Identify and make an ABC pattern</p> <p>Narrate the pattern of a day and</p>	<p>Know and understand the we celebrate /commemorate special occasions (e.g birthdays, Remembrance day))</p> <p>Know materials change state when affected by temperature, time or other factor (e.g water)</p> <p>Identify foods that come from plants.</p> <p>Name plants and parts of plants in allotment harvest.</p> <p>Know and name rooms and parts of familiar buildings and own home.</p> <p>Know maps and models identify places and buildings and features in our local area</p> <p>Know that we and our families are special and have similarities and differences</p> <p>Can use their senses to describe changes in state and the world around them</p> <p><b>What we want the children to know how to do</b></p> <p>Describe changes to trees and woodland plants in autumn (deciduous, evergreen, leaves)</p> <p>Demonstrate how to plant and harvest</p> <p>Predict how plants will grow</p> <p>How to talk about my own special times and how they are celebrated</p> <p>Begin to explore making simple maps and maps using marks to add features</p>	<p>different rhythms and we use a rhythm when we sing</p> <p>Knows role play and performances can retell stories and real life experiences</p> <p>Know a small repertoire of short repetitive songs.</p> <p>Knows some action songs and ring games by heart.</p> <p>Know that things can be joined using tape and glue.</p> <p><b>What we want the children to know how to do</b></p> <p>Create new colours by mixing green, brown, orange and yellow pastels and paints using 'flower palettes'; predict and narrate the effects.</p> <p>Generate short narratives about the environment using small world props.</p> <p>Mark the beat and imitate rhythms with tapping and striking instruments or words</p> <p>Performs a small repertoire of short repetitive songs.</p> <p>Can stack, align and balance with bricks and blocks on a range of scales.</p> <p>Can draw recognisable figures of familiar people from memory, with attention to detail with adult instruction (step by step)</p> <p>Can enact domestic routines and brief family narratives, using props- drawing on own experiences and adult modelling.</p> <p>Can mark the pulse of pieces of music using body percussion.</p>
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<p>Know how to segment sounds in CV/CVC words</p> <p>Know how to blend sounds in CV/CVC/CCVC words</p>	<p>begin to explore pattern of seasons using morning, lunchtime, afternoon, evening, bedtime, daytime, night-time, Seasons, autumn, winter, spring summer.</p>	<p>Describe and represent the home/school in 2D and 3D, naming rooms and parts of the building and garden</p> <p>Describe own homes and special places using key vocabulary (e.g local landmarks, school, house)</p> <p>Can talk about and describe own family</p> <p>Can identify similarities and differences between families.</p> <p>Describes change of state with looop, clay and dough</p>	<p>Copy, memorise and perform a repertoire of simple hand-action songs.</p> <p>Use large materials to create own dens and special places</p> <p>Talk about works of art, saying what they like or do not like</p> <p><b>Pulse and Rhythm</b> Mark the rhythmic patterns of whole short rhymes with body and untuned percussion.</p> <p><b>Pitch</b> Recognise, respond to and make ascending and descending pitch sequences with tuned percussion within an octave</p> <p><b>Dynamics and Tempo</b> Play/sing getting louder and softer</p> <p><b>Timbre and texture</b> Match onomatopoeic words to instrumental sounds.</p>
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<p>Autumn 2</p>	<p>Communication and Language</p>	<p>Physical Development</p>	<p>Personal, Social and Emotional Development</p>
	<p>What we want the children to know</p> <p>Know vocabulary How? And Why?</p> <p>Know that you take turns in conversation, play and games</p>	<p>What we want the children to know</p> <p>The difference between toys and tools</p> <p>How to position feet/legs to hop effectively</p>	<p>What we want the children to know</p> <p>Know there are rules for wider school regimes</p> <p>Know the importance of teeth cleaning.</p> <p>Know the importance of handwashing and food preparation.</p> <p>Know there is healthy and unhealthy (treat) foods</p> <p>Know there are rules for listening and attention</p> <p>Know to only use technology when directed and use apps / websites you are allowed to</p>

			<p>Know how to recognise when someone is hurt or needs help.</p> <p>Know that if you need help to seek out a grown up to help.</p> <p>Know that you call emergency by calling 999 and say what is wrong And that you need to give their address on the phone to the emergency services.</p> <p>To comfort their friend who is hurt To identify and recognise potential dangers.</p> <p>To embed knowledge about the recovery position</p>
	<p><b>What we want the children to know how to do</b></p> <p>Secure agreed rules for conversational turn taking in small and larger groups.</p> <p>Ask questions to find out more Formulate and respond to "Why?" and "How?" questions in response to familiar texts or situations.</p> <p>Follow two step instructions.</p>	<p><b>What we want the children to know how to do</b></p> <p>Stack, aligning, balancing with magnetic joints</p> <p>Join and separate small construction kit components by clicking and twisting.</p> <p>Dig with trowels and hand forks</p> <p>Use squashing techniques including rolling pins to achieve desired effects.</p> <p>Cut and turn along outlines.</p> <p>Travel in different ways with control and coordination.</p> <p>Hop to travel between 2 fixed points, travelling along an approximately straight route- eg hopscotch</p> <p>Imitates adult drawing to create a simple representation</p>	<p><b>What we want the children to know how to do</b></p> <p>Follow wider school regimes - eg assembly</p> <p>Articulate and demonstrate teeth cleaning.</p> <p>Articulate and demonstrate handwashing and food preparation.</p> <p>Work in pairs to succeed in a challenge.</p> <p>Perform confidently to an audience in a simple adult structured presentation. In a familiar group situation, eg carpet time, know when it is time to listen and when it is time to talk</p> <p>Perform confidently to an audience in a simple adult structured presentation (eg talk for writing, nativity).</p> <p>Know how to only access technology when directed and use apps / websites you are allowed to</p>

			<p>Know who to ask for help</p> <p>Know how to dial 999 and say what is wrong and know their own address</p> <p>Know some potential dangers at home and school.</p> <p>To work with an adult to place someone in the recovery position</p>
<b>Literacy</b>	<b>Maths</b>	<b>Understanding the World</b>	<b>Expressive Art and Design</b>
<p><b>What we want the children to know</b></p> <p>We can use letters in order to communicate meaning (simple CVC words)</p> <p>To know 'ditties' for writing some letters.</p> <p>Know set 1 sounds and digraphs (sh, ch, th, nk, ng)</p> <p>Memorise more complex action rhymes and nursery rhymes.</p> <p>Know all letters in name and write it down</p> <p><b>What we want the children to know how to do</b></p> <p>Can sequence events from a familiar story with a degree of independence</p> <p>Grasp and use a wider range of structures in books and use these to aid participation (eg, recognising when parts of a story repeat).</p> <p>Look for cues in illustrations</p> <p>Perform more complex action</p>	<p><b>What we want the children to know</b></p> <p>Know that objects and groups can have similarities and differences using different attributes</p> <p>Know language of comparison- (more,less, fewer, equal)</p> <p>Understand stable-order principle to count backwards and forwards within 10.</p> <p>Know that numbers can be made up of 2 or more smaller numbers</p> <p>Know that sets and groups of objects can be identified without the need to count</p> <p>Know some positional language</p> <p>Know names for simple 3D shapes</p> <p>Know things can be compared using qualitative comparison of mass and capacity.</p> <p>Make AB transient linear pattern</p> <p>Spot an error in an AB pattern</p> <p>Continue an ABC pattern</p> <p>Narrate the pattern of a day and begin to narrative the pattern of the</p>	<p><b>What we want the children to know</b></p> <p>Know that there is seasonal change across the year</p> <p>Know that families celebrate special times and traditions.</p> <p>Know the names of special times, such as Christmas and Diwali</p> <p>Knows that materials can change state (effect by temperature)</p> <p>Know simple vocabulary for street furniture and geographical features</p> <p>Know names for special buildings in our community</p> <p>Can use their senses to describe changes in state and the world around them</p> <p><b>What we want the children to know how to do</b></p> <p>Describe changes to trees and woodland plants in Autumn and Winter (deciduous, evergreen, leaves)</p> <p>Demonstrate how to plant bulbs.</p>	<p><b>What we want the children to know</b></p> <p>Know that colours can be made by mixing two or more colours</p> <p>Know that there are different patterns in the environment and nature</p> <p>Know further action songs and story ring games by heart.</p> <p>Know pieces of music have different rhythms and we use a rhythm when we sing</p> <p><b>What we want the children to know how to do</b></p> <p>Can create new colours by mixing green, brown, orange and yellow pastels and paints using 'flower palettes'; predict and narrate the effects.</p> <p>Locate and reproduce geometric patterns in the urban environment</p> <p>Generate short narratives about the environment using small world props.</p>

<p>rhymes and nursery rhymes.</p> <p>Use some letters in sequence to convey meaning, including CVC words.</p> <p>Break speech into words when writing with an adult.</p> <p>Form some recognisable letters correctly during adult modelled sessions.</p> <p>Write labels, lists and captions with support.</p> <p>Knows how to segment sounds in CV/CVC words</p> <p>Knows how to blend sounds in CV/CVC/CCVC words</p>	<p>year (seasons)</p> <p><b>What we want the children to know how to do</b></p> <p>Sort by one criterion.</p> <p>Recognise the odd one out in a set.</p> <p>Count backwards within 10, understanding the number before and counting back from a given number (counting objects or within stories and rhymes)</p> <p>Use language of comparison to compare groups of objects up to 5 (where there is a small difference in number)</p> <p>Using objects or actions can demonstrate composition of numbers to 5.</p> <p>Make qualitative comparison of mass and capacity (full, empty, half full etc)</p> <p>Subitising to 5</p> <p>Spot an error in an AB pattern Identify and make an ABC pattern</p> <p>Narrate the pattern of a day and begin to explore pattern of seasons using morning, lunchtime, afternoon, evening, bedtime, daytime, night-time, Seasons, autumn, winter, spring summer.</p>	<p>Predict how plants will grow</p> <p>Distinguish between special times and traditions, including Christmas and Diwali Talk about my own special times and how they are celebrated</p> <p>Describe features on a map and use language such as positional language and straight ahead, turn right.</p> <p>Explain the function of some special buildings in the community</p> <p>Describe and explain changes of state e.g fruit, ice/snow, chocolate, wax candles</p> <p>Describe traditions related to Remembrance Day</p> <p>Name some special buildings in our community and explain their function through role play and small world re-enactment.</p>	<p>Mark the beat and imitate rhythms with tapping and striking instruments or words</p> <p>Perform a small repertoire of short repetitive songs.</p> <p>Talk about works of art, saying what they like or do not like</p> <p>Merges elements of familiar songs with improvised singing. Sings entire songs - Christmas nativity/show May enjoy performing, solo and or in groups. Pitch matches, i.e. reproduces with his or her voice the pitch of a tone sung by another. Able to sing the melodic shape (moving melody, eg up and down, down &amp; up) of familiar songs. Working in pairs/groups to sing songs and complete the actions.</p>
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<p>Spring 1</p>	<p>Communication and Language</p>	<p>Physical Development</p>	<p>Personal, Social and Emotional Development</p>
	<p><b>What we want the children to know</b></p> <p>Know some simple rhymes</p>	<p><b>What we want the children to know</b></p> <p>The difference between toys and tools</p>	<p><b>What we want the children to know</b></p> <p>Know the difference between healthy and unhealthy foods and</p>

	<p>Know some repetitive parts of stories and rhymes</p> <p>Know that I can change my voice to show a character speaking</p> <p>To change voice to match character from story or rhyme such as tone and expression to participate in very familiar stories as choric speech between narrator and characters.</p> <p>Know some simple connectives such as; next, then, after that, because, so.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>That our body changes when we exercise</p> <p>Know the difference between stationary and travelling movement (hopping on spot)</p>	<p>treats</p> <p>Know there are rules for wider school regimes and expectations</p> <p>Know that we turn take in conversation, play,</p> <p>Know the importance of teeth cleaning.</p> <p>Know the importance of handwashing and food preparation.</p> <p>Know there are rules for listening and attention</p> <p>Know how to use our voices to perform</p>
	<p><b>What we want the children to know how to do</b></p> <p>Know how to play with words and funny rhymes and how to add own words.</p> <p>Formulate and respond to questions using connectives on the end of simple responses to include detail or causative extensions eg explaining what they observe in experiments.</p>	<p><b>What we want the children to know how to do</b></p> <p>Weave, thread and tie</p> <p>Use small hammers accurately</p> <p>Recognise body changes during exercise.</p> <p>Carry and control small equipment</p> <p>Build and travel across simple obstacle courses</p> <p>Cut out more complex shapes, including those with curved edges</p> <p>Hop on the spot</p> <p>Pass, kick, push a ball</p>	<p><b>What we want the children to know how to do</b></p> <p>Follow wider school regimes - eg assembly</p> <p>Articulate what makes a healthy snack or treat</p> <p>Secure agreed rules for conversational turn taking in small and larger groups</p> <p>Formulate, respond Articulate simple problem solving approaches.</p> <p>Articulate and demonstrate teeth cleaning.</p> <p>Articulate and demonstrate handwashing and food preparation.</p> <p>Work in pairs to succeed in a</p>

			<p>challenge.</p> <p>Perform confidently to an audience in a simple adult structured presentation. In a familiar group situation, eg carpet time, know when it is time to listen and when it is time to talk</p> <p>Perform confidently to an audience in a simple adult structured presentation (eg talk for writing). Talk about works of art, saying what they like or do not like</p>
<b>Literacy</b>	<b>Maths</b>	<b>Understanding the World</b>	<b>Expressive Art and Design</b>
<p><b>What we want the children to know</b></p> <p><b>Know that we can have different preferences for books and stories.</b></p> <p>Recall key elements of books they have heard and read.</p> <p>Know some word play rhymes and more complex nursery rhymes by heart.</p> <p>Know set 1 sounds and digraphs (sh, ch, th, nk, ng)</p> <p>Begin to know set 2 sounds - digraphs (ay, ee, igh, ow, oo)</p> <p>Know that a sentence begins with a capital letter and a full stop.</p> <p>Know the ditties for letter formation for set 1 sounds</p> <p>Form recognisable letters correctly during adult modelled sessions.</p>	<p><b>What we want the children to know</b></p> <p>Understand stable-order principle to count forwards beyond 10.</p> <p>Know things can be compared using qualitative comparison of length and height</p> <p>Know that numbers 6, 7, and 8 can be made up of 2 or more numbers</p> <p>Know language of comparison to compare groups of objects beyond 5 (more,less, fewer, equal)</p> <p>Know that a set of objects can be identified without the need to count (subitise)</p> <p>Narrate the pattern of the week using today, tomorrow, yesterday</p> <p>Know that we combine shapes to make new shapes</p> <p>Identify and name 2d shapes (circle, square, rectangle, triangle, pentagon, hexagon)</p>	<p><b>What we want the children to know</b></p> <p>Know that families celebrate special times and traditions.</p> <p>Know the names of special times, such as New Year and Chinese New Year</p> <p>Name locality features on a simple route in the locality.</p> <p>Know names for some other special buildings in our community (School houses, St Georges church, Morrisons, Swimming pool, library)</p> <p>Know adults have different roles and occupations</p> <p>Know that maps can be used to record experiences, stories, events and locations</p> <p>Can use their senses to describe changes in state and the world around them and begin to explain why it happens</p> <p><b>What we want the children to know how to do</b></p>	<p><b>What we want the children to know</b></p> <p>Know that colours can be created using 2 or more colours</p> <p>Know vocabulary of weave, twist, wrap</p> <p>Know and name local landmarks from memory.</p> <p>Know some parts of a well known story by heart</p> <p>We can use objects and actions to retell stories</p> <p>Know that songs have pitch</p> <p>Know that tapping instruments can be used to make rhythm patterns</p> <p>Know that arm movements can be used for expression in performance or dance</p> <p><b>What we want the children to know how to do</b></p> <p>Know how to create new colours by layering and overlapping blue, green, and white translucent</p>

<p><b>What we want the children to know how to do</b> Recall key elements of books they have heard and read using story language and vocabulary.</p> <p>Formulate and respond to "Why?" questions in response to preference for book or story.</p> <p>Know how to segment and blend sounds in words to read captions and sentences</p> <p>Know how to segment and blend sounds in words to write simple sentences with regular words ,including those with digraphs</p> <p>Begins to know how to punctate own sentences during adult guided sessions</p> <p>Know how to form recognisable letters correctly during adult modelled sessions.</p>	<p><b>What we want the children to know how to do</b></p> <p>Count forwards within 20 understanding stable order principle (counting objects or within stories and rhymes)</p> <p>Make qualitative comparison of length and height (longer, shorter, taller)</p> <p>Know language of comparison to compare groups of objects up to 5 (where there is a small difference in number)</p> <p>Using objects or actions can demonstrate composition and decomposition of numbers 6, 7 and 8</p> <p>Subitising to 5.</p> <p>Narrate the pattern of a week (using today, tomorrow, yesterday and days of week names)</p> <p>Recognise 2d shapes in different orientations</p> <p>Design with 2D shapes. Make 2D shapes out of other 2D shapes</p> <p>Know how to manipulate shapes to solve a puzzle/problem.</p>	<p>Distinguish between special times and traditions, including New Year and Chinese New Year, Easter, Burns night</p> <p>Talk about my own special times and how they are celebrated</p> <p>Describe the activities and traditions of Easter</p> <p>Describe and re-enact traditions from Chinese New Year celebrations.</p> <p>Describe and re-enact traditions from Burns night celebrations</p> <p>Know names for some other special buildings in our community and can explain their function through role play and small world re-enactment.</p> <p>Describe changes to trees and woodland plants and animals in winter. (hibernate)</p> <p>Describe and explain changes of state with water</p> <p>Know how to make simple maps in response to own experience, adding increased detail and reflecting own knowledge</p> <p>Describe features on a map and identify and name some local features, landmarks and street furniture.</p> <p>Describe the role and occupations of some adults in school and at home</p>	<p>materials</p> <p>Know how to twist, wrap and weave with pressure and precision, narrating choices about colour and texture.</p> <p>Know how to draw familiar landmarks from memory with increasing accuracy</p> <p>Know how to retell episodes from a known story in role or small world play.</p> <p>Change their voice to match the pitch of a song during sections then whole melodies of four line songs.</p> <p>Imitate more complex rhythm patterns with tapping instruments.</p> <p>Know how to dance with large arm movements using props – ribbon and fabric</p> <p>Talk about works of art, saying what they like or do not like</p> <p><b>Pulse and Rhythm</b> Improvise dance moves to music with a strong pulse. Feel and mark/count the beat in your head.</p> <p><b>Pitch</b> Vocal pitch match with a range of two or three notes</p> <p><b>Dynamics and Tempo</b> Make simple percussion patterns of loud and soft sounds</p> <p><b>Timbre and texture</b> Add instrumental sound effects to poems and stories as part of a group.</p>
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Spring 2	Communication and Language	Physical Development	Personal, Social and Emotional Development
Time for a Rhyme	<p><b>What we want the children to know</b></p> <p>Know story language and vocabulary in order to retell familiar stories</p> <p>Know that questions some times have more than one answer or that there may not be a definitive correct answer</p> <p>Know that rhymes and poems can be performed and enhanced with the incorporation of body percussion or instrumental sounds.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p><b>What we want the children to know</b></p> <p>Know that tools can be used to cut and join wood</p> <p>Know that food can be prepared using a wide variety of tools and equipment.</p> <p>Knows that games equipment and hands/arms can be used to transport, throw and aim</p> <p>Hop to travel between 2 fixed points, travelling along an approximately straight route- eg hopscotch</p> <p>Draws with independence to produce recognisable pictures with some detail</p> <p>Knows the need to hold a pencil correctly for accuracy and control</p>	<p><b>What we want the children to know</b></p> <p>Know that when working with others agreed rules should be followed</p> <p>Knows that we all make mistakes and we can learn from them</p> <p>Know that some group work and games follow agreed rules</p>
	<p><b>What we want the children to know how to do</b></p> <p>Sequence events in a story and retell familiar stories using sequenced illustrations as prompts</p> <p>Answer open ended or speculative questions, eg I wonder...drawing upon own experiences, ideas and thoughts.</p> <p>Explain own ideas, make predictions, and talk about own observations using recently introduced vocabulary.</p> <p>Recall rhymes and incorporate body percussion or instrumental sounds as a simple performance.</p>	<p><b>What we want the children to know how to do</b></p> <p>Know how to use woodwork tools to cut and join safely and under supervision.</p> <p>Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers.</p> <p>Know how to control small games equipment when transporting, collecting and throwing with developing accuracy and aim.</p> <p>Travel across more complex obstacle courses including changes of height.</p> <p>Aim a beanbag at a target or to a</p>	<p><b>What we want the children to know how to do</b></p> <p>Follow agreed rules and negotiate work to complete a small group tasks</p> <p>Choose ingredients suited to a healthy snacks.</p> <p>Articulate how to solve simple problems.</p> <p>Shows resilience when things go wrong, and can talk about what they might do differently next time.</p> <p>Can wait for a turn or attention with low level adult support</p>

		<p>friend (e.g hand eye coordination, arm throw)</p> <p>Uses a tripod or modified tripod grip with reminders</p>	
<b>Literacy</b>	<b>Maths</b>	<b>Understanding the World</b>	<b>Expressive Art and Design</b>
<p><b>What we want the children to know</b> Know and name some book characters and describe their qualities.</p> <p>Understand cause and effect in books they have heard or read.</p> <p>Predict and innovate the endings of books, and rhyme of unfamiliar stories.</p> <p>Know set 1 sounds and digraphs (sh, ch, th, nk, ng)</p> <p>Know set 2 sounds - digraphs (ay, ee, igh, ow, oo)</p> <p>Know set 3 sounds and that there is more than one way to represent a sound</p> <p>Know that a sentence begins with a capital letter and a full stop.</p> <p>Know the ditties for letter formation for set 1 sounds and digraphs</p> <p>Form recognisable letters correctly during adult modelled sessions.</p> <p><b>What we want the children to know how to do</b></p> <p>Predict and innovate the endings of books, and rhyme of unfamiliar stories drawing upon knowledge of how stories work and own</p>	<p><b>What we want the children to know</b></p> <p>Knows how to count forwards and back within 20. Within rhymes, songs and stories</p> <p>Knows length and height can be compared using non-standard measures.</p> <p>Know that numbers beyond 5 up to 10 can be made up of 2 or more numbers</p> <p>Knows some properties of 2d shapes (curved, straight, edge, side, corner)</p> <p>Know names of the days.</p> <p>Know that patterns follow a set rule</p> <p><b>What we want the children to know how to do</b></p> <p>Demonstrates understanding of the composition 6, 7 and 8 by pair wise and five wise patterns on 10s frames</p> <p>Subitise to 5.</p> <p>Designs with 2D shapes – problems and properties.</p> <p>Sort 2D shapes according to properties.</p>	<p><b>What we want the children to know</b></p> <p>Know and name some identifiable locations in the locality</p> <p>Know language of direction to describe a simple route. (straight ahead, behind, beside)</p> <p>Know that children and adults were babies in the past.</p> <p>Know that adults can remember things from the past.</p> <p>Know that there are similarities and differences between babies, four/five year olds and adult)</p> <p>Describe how people grow up and change</p> <p>Know that birds and animals have different life stages</p> <p>Know that people can impact and change our world</p> <p>Know that families celebrate special times and traditions -Easter</p> <p><b>What we want the children to know how to do</b></p> <p>Interpret Google Earth street view of identifiable locations in the locality.</p>	<p><b>What we want the children to know</b></p> <p>Know that tools and design can be used to create effects in clay</p> <p>Know stories can be sequenced through drawings and images</p> <p>know stories can be told using dialogue and small world figures or puppets</p> <p><b>What we want the children to know how to do</b></p> <p>Make considered choices to create mixed media or relief design in clay.</p> <p>Draw single or a sequence of images from the imagination to illustrate a story.</p> <p>Retell episodes from a known story with dialogue using small world figures or puppets</p> <p>Memorise short choreographed dance sequences to accompany songs in pairs or groups.</p> <p><b>Pulse and Rhythm</b> Feel and mark the beat with non-tuned percussion.</p> <p><b>Pitch</b> Memorise longer melody patterns as part of the repertoire of songs.</p> <p><b>Dynamics and Tempo</b> Play/sing/move getting faster and getting slower. Combine gestures and movements</p>

<p>experiences.</p> <p>Begin to punctate own sentences during adult guided session</p> <p>Know how to segment and blend sounds in words to read sentences</p> <p>Know how to segment and blend sounds in regular words to write simple sentences with regular including those with digraphs in line with phonic group expectation</p> <p>Knows how to punctate own sentences during adult guided sessions with increasing independence</p> <p>Forms many letters appropriately in own writing</p>	<p>Narrate the pattern of a week using the names of the days.</p> <p>Know how to make an ABB or an ABC pattern.</p> <p>Spot an error in an ABB or an ABC pattern</p>	<p>Correctly identify similarities and differences between babies and four year olds.</p> <p>Describe how people change in the first four years of life.</p> <p>Identify simple similarities and differences between babies, four year olds and adults.</p> <p>Describe the life of a scientist who has changed our world</p> <p>Talk about my own special times and how they are celebrated</p> <p>Describe the activities and traditions of Easter</p> <p>Describe and re-enact traditions from Easter celebrations</p>	<p>into a simple dance sequence with support, following the changes in tempo.</p> <p><b>Timbre and texture</b></p> <p>Perform a story or narrative poem with instrumental and body percussion effects.</p>
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<p>Summer 1</p>	<p>Communication and Language</p>	<p>Physical Development</p>	<p>Personal, Social and Emotional Development</p>
	<p>What we want the children to know</p> <p>Know main parts of familiar story by heart</p> <p>Recall and define specialist vocabulary for the half term</p> <p>Use own experiences and knowledge gained from stories, books to answer open ended or speculative questions, eg I wonder.....</p> <p>Formulate and respond to arrange of "Why?" and "How/" questions</p>	<p>What we want the children to know</p> <p>Know that woodwork tools can be used to cut and join</p> <p>Know that things can be joined using tape and glue.</p> <p>Know gardening tools can be used to help water and work the garden</p> <p>Know tools can be used to create texture and pattern in clay and paint</p> <p>Play some instruments with increasing control</p> <p>Know a ball can be controlled and</p>	<p>What we want the children to know</p> <p>Know facial expressions and body language can be used to express different emotions.</p> <p>Know some ingredients used to create a healthy snack or treat</p> <p>To know how to put someone in the recovery position</p> <p>Know that you call emergency by calling 999 and say what is wrong And that you need to give their address on the phone to the emergency services.</p>

		steered using hands or equipment	
	<p><b>What we want the children to know how to do</b> Tell familiar stories with dialogue using small world figures or puppets or in role play with specific props.</p> <p>Answer open ended or speculative questions, eg I wonder.....</p> <p>Process three step instructions.</p> <p>Draw on own knowledge and experience to Formulate and respond to arrange of "Why?" and "How/" questions</p>	<p><b>What we want the children to know how to do</b></p> <p>Use woodwork tools to cut and join safely and under supervision.</p> <p>Join with tape and glue.</p> <p>Control large scale gardening tools including watering cans.</p> <p>Use fine mark-making tools to create texture and pattern in clay.</p> <p>Control printing tools to create a desired effect.</p> <p>Play boom whackers with wrist and shoulder control.</p> <p>Dismantle objects and mechanisms using a range of hand actions.</p> <p>Control and steer a ball by hand. Aim, roll, track and collect a ball.</p>	<p><b>What we want the children to know how to do</b></p> <p>Engage in more complex and extended turn taking games</p> <p>Know how to read some facial expressions and body language (extending the vocabulary of emotions)</p> <p>Building strategies to make new friends.</p> <p>Choose ingredients suited to a healthy snacks.</p> <p>With growing independence place someone in the recovery position</p> <p>Know that you call emergency by calling 999 and say what is wrong And that you need to give their address on the phone to the emergency services.</p> <p>To comfort their friend who is hurt To identify and recognise potential dangers.</p>
<b>Literacy</b>	<b>Maths</b>	<b>Understanding the World</b>	<b>Expressive Art and Design</b>
<p><b>What we want the children to know</b></p> <p>Know that stories have different plots (journey tale, defeating monster etc)</p> <p>Know that characters will have feelings and emotions.</p> <p>Know that there are fiction and non</p>	<p><b>What we want the children to know</b></p> <p>Beginning to count by rote beyond 20 up to 50 with help for decade changes</p> <p>Know that numbers 9 and 10 can be made up of 2 or more numbers</p> <p>Knows double 1 to double 5 by heart</p>	<p><b>What we want the children to know</b></p> <p>Know that families celebrate special times and traditions.</p> <p>Know that there are changes to trees and plants in different seasons.</p> <p>Know how to grow seeds and care</p>	<p><b>What we want the children to know</b></p> <p>Know that drawings and paintings can be drawn of natural found objects and living things using observational art skills.</p> <p>Know that wood and reclaimed materials can be joined to make objects with a purpose.</p>

<p>fiction books and the difference between them.</p> <p>Know set 1 sounds and digraphs (sh, ch, th, nk, ng)</p> <p>Know set 2 sounds - digraphs (ay, ee, igh, ow, oo)</p> <p>Know set 3 sounds and that there is more than one way to represent a sound</p> <p>Know that a sentence begins with a capital letter and a full stop.</p> <p>Know the ditties for letter formation for set 1 and set 2 sounds and digraphs</p> <p>Form recognisable letters correctly with increasing independence.</p> <p><b>What we want the children to know how to do</b>  Predict the development of the plot - using own experiences from own knowledge and from stories and books they have listened to.</p> <p>Empathise with characters.</p> <p>Make links between texts.</p> <p>Access simple information books and identify simple non fiction books (e.g contents page, facts, photographs)</p> <p>Independently knows how to segment and blend sounds in regular words to write short sentences including those with digraphs in line with phonic group expectation</p>	<p>Knows subtraction facts within 5</p> <p>Recall evens and odds and apply  Count by rote to 100, recognising decade numbers.</p> <p>Knows some names and properties of 3d shapes (cube, cuboid, sphere, cone -curved, edge, straight, corner)</p> <p>Know 3d shapes can be made using other shapes</p> <p>Know names of the days and language related to time</p> <p>Know that patterns follow a set rule</p> <p><b>What we want the children to know how to do</b>  Demonstrate understanding of the composition of 9 and 10 by partitioning and recombining and pair wise and five wise patterns on 10s frames</p> <p>Recall and apply double 1 to double 5</p> <p>Recall subtraction facts within 5 and apply</p> <p>Design 3D shapes on mirrors</p> <p>Know how to make 3D shapes out of 3D shapes</p> <p>Can narrate the pattern of a week using the names of days, weekend, today, tomorrow, yesterday</p>	<p>for seedlings.</p> <p>Know that a simple map can be used to represent key geographical features.</p> <p>Know names of some features found at the beach (sea, sand, rocks, seaweed)</p> <p>Know that adults have different roles in the community (nurse, doctor, teacher, shop worker, police, firefighter)</p> <p>Know that real life people can save lives and make a difference</p> <p>Know that people can have a positive impact on our environment -eg David Attenborough</p> <p>Know that we can make and keep memories</p> <p>Knows that objects, photographs and momentos help us to remember.</p> <p>Can use their senses to describe changes in state and the world around them and begin to explain why changes occur and make links to prior learning</p> <p>Recognise some environments that are different to the one in which they live. Identify different habitats of animals and insects.</p> <p>Light and shadows- describe what they see and feel outside (sunshine) and talk about changes</p> <p><b>What we want the children to know how to do</b>  Describe changes to trees and</p>	<p>Know that printing and paint can be used to create effect</p> <p>Know that reclaimed materials can be used to collage own design ideas</p> <p>Know our hands or feet can be used rhythmically to mark the beat.</p> <p>Know some simple call and response songs</p> <p><b>What we want the children to know how to do</b>  Know how to make increasingly detailed observational drawings and paintings of natural found objects and living things</p> <p>Know how to join wood and reclaimed materials to make objects with a purpose.</p> <p>Print accurately with paint to achieve an effect and describe design choices.</p> <p>Select reclaimed materials to collage representationally or with a design idea and explain choices.</p> <p>Move rhythmically on the spot and travelling, using hands or feet to mark the beat.</p> <p>Echo simple short rhythmic phrases with untuned percussion.</p> <p>Discuss the pitch contrasts in tuned percussion</p> <p>Call and response songs</p> <p><b>Pulse and Rhythm</b>  Feel and mark the beat with non-tuned percussion.  <b>Pitch</b></p>
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<p>Knows how to punctate own sentences during adult guided sessions with increasing independence</p>		<p>woodland plants in spring.</p> <p>Demonstrate how to plant, grow and care for plants</p> <p>Make a simple map and represent key geographical features.</p> <p>Name physical features of a beach environment using secondary sources.</p> <p>Describe the roles of significant adults in the community.</p> <p>Describe the life of a real 'super hero' who has changed our world.</p> <p>Through the use of stories and videos- children can talk about someone who has had a positive impact on our environment –eg David Attenborough</p> <p>Can describe memories and that some are sad and some happy.</p> <p>Can talk about a memory using objects, photographs and film to help us to remember.</p> <p>Can identify and describe different habitats.</p> <p>Talk about contrasting habits and environments e..g insects, pets, and animals from our zoo visit.</p>	<p>Memorise longer melody patterns as part of the repertoire of songs.</p> <p><b>Dynamics and Tempo</b> Play/sing/move getting faster and getting slower. Combine gestures and movements into a simple dance sequence with support, following the changes in tempo.</p> <p><b>Timbre and texture</b> Perform a story or narrative poem with instrumental and body percussion effects.</p>
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<p>Summer 2</p>	<p>Communication and Language</p>	<p>Physical Development</p>	<p>Personal, Social and Emotional Development</p>
	<p>What we want the children to know</p> <p>Know that stories can be told using props</p>	<p>What we want the children to know</p> <p>Knows malleable materials can be moulded and joined using hands and tools</p>	<p>What we want the children to know</p> <p>Knows that we have to wait for somethings and that we cannot always get what we want immediately</p>

	<p>Know some challenging adjectives, verbs and positional vocabulary when used in instructions.</p> <p>Know that instructions explain rules or method</p> <p>Recall and define specialist vocabulary for the half term</p> <p>Know that innovate means to change something.</p> <p>Knows that a story can be innovated by changing character, event or ending</p>	<p>Knows gardening tools can be used to help water and work the garden</p> <p>Knows tools can be used to dismantle mechanisms.</p> <p>Knows the need to hold a pencil correctly for accuracy and control</p> <p>Knows the need to hold tools (scissors, brush, simple tools) correctly for accuracy and control</p>	<p>Know that in games we often have different roles (tag, What's the time Mr Wolf, goal keeper/scorer)</p> <p>Knows some simple strategies to use to challenge unwanted behaviour such as key phrases or actions</p>
	<p><b>What we want the children to know how to do</b></p> <p>Generate original narratives using small world, figures or puppets or in role play with open ended props.</p> <p>Process language which includes challenging adjectives, verbs and positional vocabulary in instructions.</p> <p>Play games where they give instructions to each other.</p> <p>Know how to innovate a story, or invent a story with appropriate sequence and detail, using pictures or props as needed.</p>	<p><b>What we want the children to know how to do</b></p> <p>Stack and align irregular and natural objects.</p> <p>Use hand moulding and joining techniques with malleable materials to build towards an end goal.</p> <p>Use fine pincer mark-making clay tools with precision.</p> <p>Control large scale gardening tools including watering cans.</p> <p>Use a range of tools to dismantle mechanisms.</p> <p>Bounce a ball on the spot or on the move.</p> <p>Roll or throw a ball underarm at a target.</p> <p>Kick a ball at a target or to a friend.</p> <p>Hold and uses pencils, scissors brushes and cutlery independently and appropriately.</p> <p>Uses a tripod or modified tripod</p>	<p><b>What we want the children to know how to do</b></p> <p>Engage in games where different participants have different roles.</p> <p>Build strategies to challenge undesirable behaviour towards others.</p> <p>Set and work towards simple goals.</p> <p>Wait appropriately for a turn or for what they want</p> <p>Show independence in appropriately controlling impulses</p>

		grip with a good degree of consistency.  Produce drawings with accuracy and care	
<b>Literacy</b>	<b>Maths</b>	<b>Understanding the World</b>	<b>Expressive Art and Design</b>
<p><b>What we want the children to know</b></p> <p>Know that characters face different dilemmas in stories, books and plots.</p> <p>Know some sections of rhyming text by heart</p> <p>Know set 1 sounds and digraphs (sh, ch, th, nk, ng)</p> <p>Know set 2 sounds - digraphs (ay, ee, igh, ow, oo)</p> <p>Know set 3 sounds and that there is more than one way to represent a sound</p> <p>Know that a sentence begins with a capital letter and a full stop.</p> <p>Know the ditties for letter formation for set 1 and set 2 sounds and digraphs</p> <p>Form recognisable letters correctly with increasing independence.</p> <p><b>What we want the children to know how to do</b></p> <p>Articulate the dilemmas the characters face.</p>	<p><b>What we want the children to know</b></p> <p>Know that numbers can be counted up to 100 and beyond</p> <p>Begin to explore patterns on the 100 square.</p> <p>Know doubles and halves facts within 10</p> <p>Know that some patterns have complex linear pattern rules</p> <p>Knows some names and properties of 3d shapes (cube, cuboid, sphere, cone -curved, edge, straight, corner)</p> <p>Know 3d shapes can be made using other shapes</p> <p>Knows that mass and capacity can be measured using simple non-standard measures.</p> <p><b>What we want the children to know how to do</b></p> <p>Count by rote to 100 with an adult</p> <p>Begin to make sets of 100, actual and transient with adult support</p> <p>Count in decade numbers and notice and articulate patterns on a 100 square with some adult guidance</p> <p>Recall and apply doubles and</p>	<p><b>What we want the children to know</b></p> <p>Describe and recall the transition from egg to caterpillar to adults.</p> <p>Know that bees play an important role in helping humans and other animals</p> <p>Knows how to take care and nurture edible plants.</p> <p>Know that there are similarities and differences between the animals and plants in the beach environment and in the farm environment.</p> <p>Know an aerial views shows a birds eye view</p> <p>Know that there are differences and similarities between places around the world</p> <p>Describe natural and manmade beach detritus and know the dangers to wildlife from man made rubbish.</p> <p><b>What we want the children to know how to do</b></p> <p>Know that there are changes to trees and plants in different seasons.</p> <p>Describe the role of bees in helping humans and other animals</p>	<p><b>What we want the children to know</b></p> <p>Create, describe and explain transient 2D or 3D designs or sculptures with natural materials out in the environment.</p> <p>Make detailed and accurate observational drawings of natural found objects and living things, including matching colours</p> <p>Know that sand and clay can be manipulated using hand tools to create particular effects.</p> <p>Generate simple oral and enacted narratives with role play props or small world.</p> <p>Use dance gestures and movements to tell a story.</p> <p>Body percussion and instrumental sound effects to tell a story.</p> <p>Simple sea shanties.</p> <p>Speak and act in role, demonstrating recall of the jobs of key members of the community.</p> <p><b>What we want the children to know how to do</b></p> <p>Shape and mould wet sand and clay with hand tools to create particular effects.</p> <p>Memorise short choreographed dance sequences to accompany songs in pairs or groups. Keeps a steady beat whilst playing</p>

<p>Use the structure of rhyming texts to participate in a recall sections of text.</p> <p>Knows how to punctate own sentences during adult guided sessions with increasing independence</p> <p>Independently knows how to segment and blend sounds in regular words to write short sentences including those with digraphs in line with phonic group expectation</p>	<p>halves within 10</p> <p>Continue and create more complex linear patterns.</p> <p>Continue and create circular and symmetrical designs with 2D and 3D shapes</p> <p>Sort 3D shapes according to properties.</p> <p>Measure mass and capacity using simple non-standard measures.</p> <p>Begin to explore and discuss patterns around circles and borders</p>	<p>Know and demonstrate how to nurture edible plants.</p> <p>Describe changes to trees and woodland plants in summer.</p> <p>Identify similarities and differences between the animals and plants in the beach environment and in the farm environment.</p> <p>Compare physical features using aerial views.</p> <p>Describe differences and similarities between places around the world, using photographs (e.g trees -palm trees, colour of sand/sea, landmarks)</p>	<p>instruments – his or her own steady beat in his or her creative music making.</p> <p>Taps rhythms to accompany words, e.g. tapping the syllables of names/objects/ animals/lyrics of a song.</p>
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