


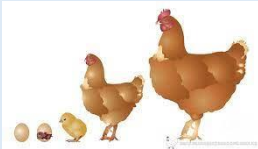

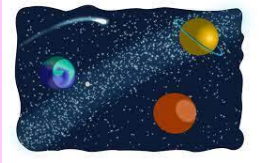



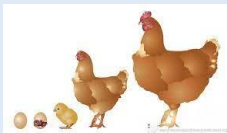









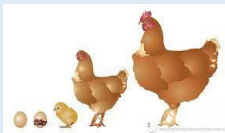

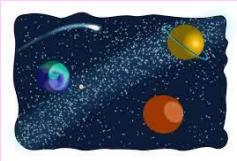
Reception Long Term Plan 2022-23

	Autumn 1 Ready Rabbit	Autumn 2 Responsible Dog	Spring 1 Resilient Tortoise	Spring 2 Reasoning Elephant	Summer 1 Resourceful Squirrel	Summer 2 Reflective Owl
Thread	Families 	Seasonal Change 	Homes 	Growing 	Animals 	Our World 
Overview	Transition from N to R Home family School family and the community	Exploring Seasonal changes. Focus on Autumn to Winter and seasonal celebrations	Exploring where we and others live	Exploring how things grow and change	Exploring animals in our world, big and small	Exploring our planet and beyond.

Progressive Threads	Settling in and building relationships Feelings and relationships Identify who we are and where we live Exploring our families near and far We care for each other – community	Focus on trees Exploring the history and why we celebrate: Halloween Diwali Bonfire Night Hanuka Christmas	New year Chinese New Year Being safe Types of places to live (Countryside, City, Farm and woods) People being made to feel welcome and at home	Spring Growing and planting Eggs Life cycles Growing in confidence When I grow up I want to be a.... How to become a superhero Pancake day Mother's Day Easter	Animals from around the world Dinosaurs Animals that help us Taking care of animals Zoo animals Endangered animals	Space The sun Travelling to space Protecting our planet Transition
Non Negotiable texts Reading Behaviours Structure of texts Rhythm and Rhyme.	Colour Monster We are Family So Much The Wall Welcome to our world Picture atlas	Room on the Broom Little Glow Seasons Come and Seasons go Tree The Leaf Thief Autumn Stickman Nativity	Snow Globe Wishes The Gruffalo's Child Mouse House Hansel and Gretel Little Red Hen Traditional tale from somewhere else in the world. The Great Race	There is no Dragon in this story Zog Supertato Supertato Veggies Assemble Egg to Chicken Supertato – The Great Eggscape	Giganotosaurus – The Lost Egg First Facts - Dinosaurs First Dinosaur Picture Atlas Walking Through the Jungle Giraffes Can't Dance Tiger that came to Tea Endangered Animals – Who am I? rhymes	Look up Rocket Rules Whatever Next Non fiction on space Beegu You choose - Space
'Experiences	Walk around Longsight	Wythenshawe Park visit	Baking Bread China Town	Chickens? Mothers day World Book Day	Blackpool Zoo	Space day
	Autumn 1 Ready Rabbit	Autumn 2 Responsible Dog	Spring 1 Resilient Tortoise	Spring 2 Reasoning Elephant	Summer 1 Resourceful Squirrel	Summer 2 Reflective Owl

General Themes	<p>Families</p> 	<p>Seasonal Change</p> 	<p>Homes</p> 	<p>Growing</p> 	<p>Animals</p> 	<p>Our World</p> 
<p>C.O.E.L</p> 	<p><u>Characteristics of Effective Learning</u></p> <p>Playing and exploring: - 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>Active learning: - 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.</p> <p>Creating and thinking critically: - 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>					
<p>Over Arching Principles</p> 	<p>Four guiding principles should shape practice in early years settings. These are.....</p> <ul style="list-style-type: none"> • every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured • children learn to be strong and independent through positive relationships • children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. • importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND) 					

Here at Stanley Grove, we believe that play-based learning is an important and integral part of our curriculum. We believe that children learn best from activities and experiences that are relevant to their lives. Our EYFS curriculum consists of a range of cross-curricular units reflecting the needs and interests of our children at Stanley Grove. Each unit title provides a theme eg. Family and Community, and the unit itself provides a variety of opportunities for children to revisit and extend their prior learning, including vocabulary, and develop new skills and thinking. The learning environment reflects the seven areas of learning, and it is carefully planned and adapted for each unit to provide opportunities to extend, practise and apply the knowledge and skills the children have been introduced to.

	Autumn 1 Ready Rabbit	Autumn 2 Responsible Dog	Spring 1 Resilient Tortoise	Spring 2 Reasoning Elephant	Summer 1 Resourceful Squirrel	Summer Reflective Owl 2
General Themes	Families 	Seasonal Change 	Homes 	Growing 	Animals 	Our World 

Our Curriculum Goals

Drivers	Golden Threads
<p style="text-align: center;">Communication</p> <p>By helping our children to develop their communication skills we are opening them up to opportunities to learn</p>	<p style="text-align: center;">We are a rights respecting school</p> <p>As a Unicef Rights Respecting School, we promote children's rights and the British values of democracy, rule of law, individual liberty, mutual respect and tolerance of others. Throughout our curriculum we explore and focus on the UNSCO rights of the child as a way to unite as a school and the wider world.</p>
<p style="text-align: center;">Exploration</p> <p>By encouraging our children to explore ideas and the world around them, we are expanding their knowledge and experiences</p>	<p style="text-align: center;">We celebrate our home city</p> <p>Our children heritage is for many different countries, but we all live here together in Manchester. We learn about the importance of our city and celebrate the contribution we can make to its future.</p>
<p style="text-align: center;">Creativity</p> <p>Our goal is to ensure our children leave us as creative thinkers who are equipped to thrive in an ever changing and developing world where creativity will be at its core</p>	<p style="text-align: center;">We celebrate migration and diversity</p> <p>As the city of Manchester, as with the UK is built on the migration of people from all around the world. There are two hundred languages spoken in our city which demonstrates the contribution migrants have made. we encourage our children to see immigration and diversity as a force for good and celebrate our differences and what unites us.</p>

Our curriculum principles

The following principles underpin the SGPA curriculum and are applied consistently during the teaching and learning process:

1. Learning is social. Children learn best when they are doing things with others. We promote social learning during each stage, the knowledge giving stage and the application stage, by giving children time to:

- Talk.
- Think aloud.
- Orally rehearse.
- Share ideas.
- Ask questions
- Think-pair-share (no hands up - 'cold calling')

2. Learning is associative. Children are encouraged to look for links and build on their prior knowledge. We promote associative learning by:

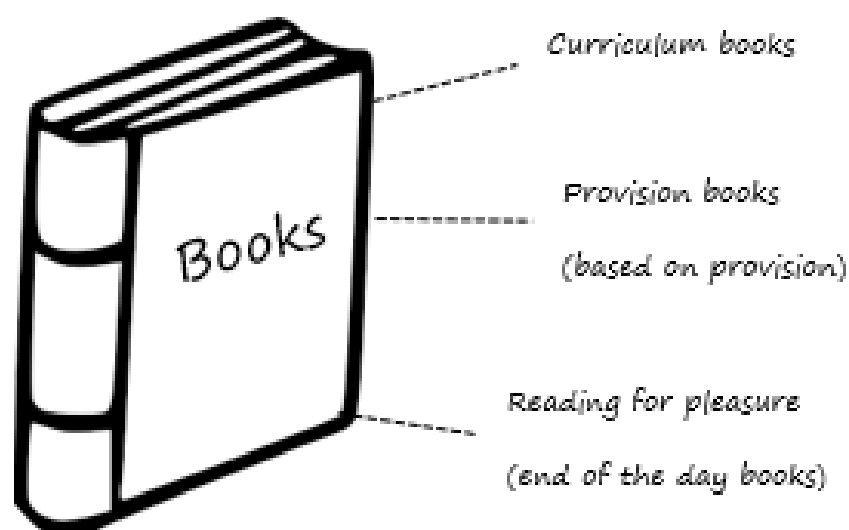
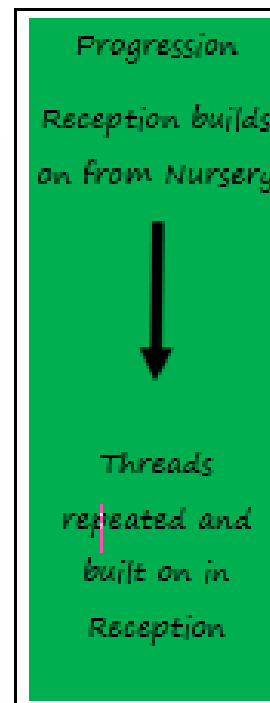
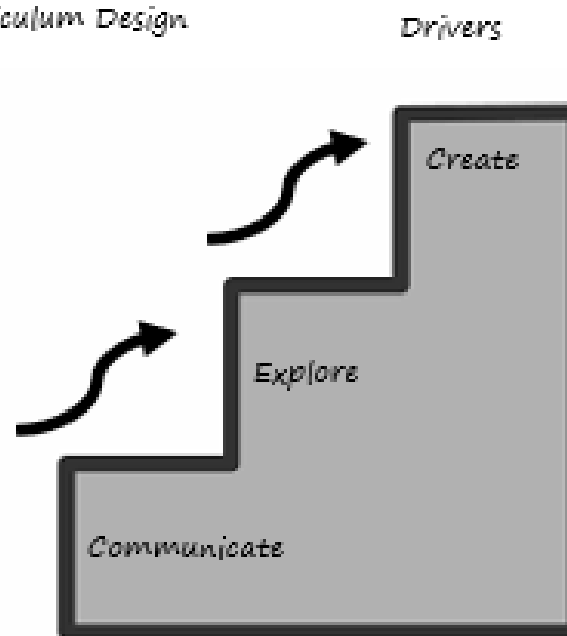
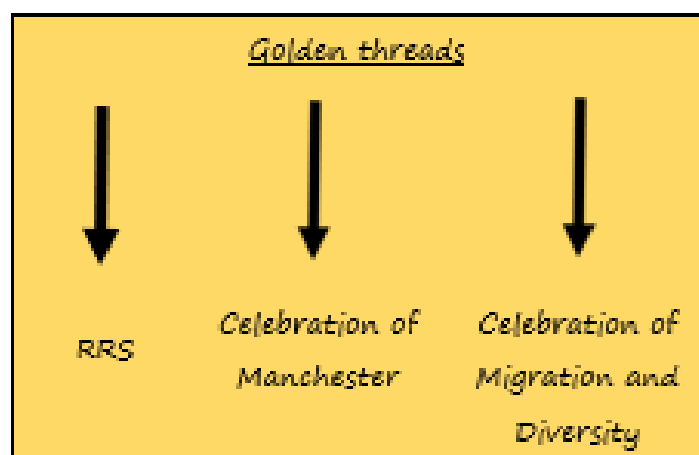
- Including the links in our medium-term plans – within and across subjects and within and across year groups.

- Making links explicit to the children through our teaching.
- Asking questions to support children in making their own links.
- Encouraging children to talk about the links.
- Revisiting links.
- Adding information to earlier links.

3. Learning results in a change to long-term memory. It takes time and repeated practice for learning to transfer to children's long-term memory and therefore cannot be assessed in the short term. We promote learning transference to long-term memory by:

- Revisiting learning by asking questions at the beginning of each lesson.
- Repeating information (memorable teaching) – children need to hear the same information many times.
- Asking children to retrieve information from earlier learning.
- Encouraging children to talk about their learning.
- Explicitly making the links for the children – within subjects, across subjects.
- Providing activities that encourage children to refer to earlier learning

Overview Curriculum Design



Focus Task – specific pupils/ small group task




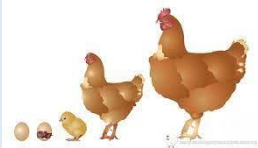

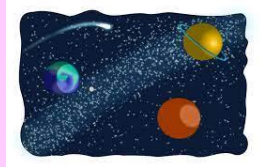
Key Person – 1 adult: 15 pupils




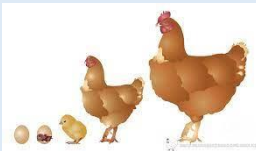

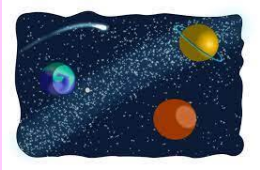
Provision – Self play

Reception

Guided reading/ writing 1.1 and in small groups




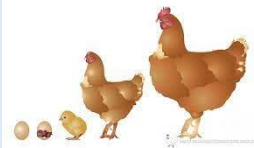

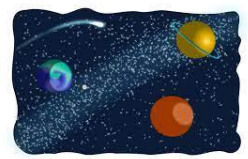
Whole class – Literacy, Phonics, Maths, PSE, P4C, The World and celebrations

	Autumn 1 Ready Rabbit	Autumn 2 Responsible Dog	Spring 1 Resilient Tortoise	Spring 2 Reasoning Elephant	Summer 1 Resourceful Squirrel	Summer 2 Reflective Owl
General Themes	Families 	Seasonal Change 	Homes 	Growing 	Animals 	Our World 
Assessment Opportunities	baseline assessment *Welcomm (SALT) assessments *informal team meetings	*Pupil Progress meetings. * informal team meetings *Moderation *phonics assessments *End of term Assessment	*informal team meetings	*PPM *Informal Team meetings *Moderation *phonics assessments *End of term Assessments	*informal team meetings	*PPM *Informal Team meetings *Moderation *phonics assessments *End of term Assessment
Parental Involvement	*Welcome to school *stay and play' *Introduction to class dojo	*Class dojo – weekly updates of learning. *Winter Celebration *Parents Evening ,	*Class dojo – weekly updates of learning.	*Class dojo – weekly updates of learning.	*Class dojo – weekly updates of learning.	*Class dojo – weekly updates of learning *reports .
	Autumn 1 Ready Rabbit	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Reflective Owl

		Responsible Dog	Resilient Tortoise	Reasoning Elephant	Resourceful Squirrel	
General Themes	<p><i>Families</i></p> 	<p><i>Seasonal Change</i></p> 	<p><i>Homes</i></p> 	<p><i>Growing</i></p> 	<p><i>Animals</i></p> 	<p><i>Our World</i></p> 
<p>Communication and Language</p> <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting</p>	<p>Educational Programme</p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					

<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions,</p> <p>Daily story time using high quality texts (from the EYFS non-negotiable texts.)</p>	<ul style="list-style-type: none"> * To connect one idea or action to another using a range of connectives. * To engage in storytimes, developing my vocabulary. * To use new vocabulary in different contexts. * To listen carefully to rhymes and songs, paying attention to how they sound. * To join in with whole class activities and concentrate for the duration. e.g. Nursery rhymes, Story Time. * To follow a routined instruction, e.g. books away, sit on the carpet. * To respond to a peers request (e.g. Can I have the ball?) and reply. * To learn rhymes, poems and songs. * To listen carefully and understand why listening is important. * To use simple connectives in speech, e.g. and, but. * To develop my social phrases. 	<ul style="list-style-type: none"> * To ask questions when I don't understand instructions. * To use new vocabulary linked to new learning, for example, changes in materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'. * To offer my ideas in small group contexts. * To use new vocabulary through the day. * To have fun saying new words in an exaggerated manner. * To use full sentences, sometimes with encouragement, to express complete ideas. * To speak in whole class situations. * To answer "How" questions. 	<ul style="list-style-type: none"> * To conduct a simple back and forth conversation, paying attention to peer/adult and responding appropriately. * To show attentive listening skills at input times, e.g. during Phonics, and I am quick to act on instructions. * To ask questions when I don't know what a word means. * To discuss which category a word is in * To use non-fiction books, to extend my knowledge of the world and illustrate a current topic. 	<ul style="list-style-type: none"> * To ask questions to find out more and to check that I understand what has been said in a variety of contexts. * To listen to and talk about stories to build familiarity and understanding. * To use complete sentences in my everyday talk. * To offer small explanations that demonstrate my understanding on a topic/story. * To answer "Why" questions. 	<ul style="list-style-type: none"> * To use speech to organise simple activities and problems/conflicts. * To use talk to help work out problems and organise my thinking and activities, and to explain how things work and why they might happen. * To articulate my ideas and thoughts in well-formed sentences. * To use recently modelled language independently, across everyday contexts and all areas of learning. 	<ul style="list-style-type: none"> * To listen to and talk about selected non-fiction, developing a deep familiarity with new knowledge and vocabulary. * To describe events in some detail. Understanding that it is important to get things in the right order, using sequencing words. * To retell a story, once I have developed a deep familiarity with the text, using some exact repetition and some in my own words.
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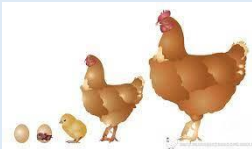

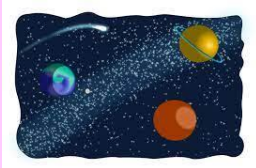
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General Themes	Families 	Seasonal Change 	Homes 	Growing 	Animals 	Our World 
Personal, Social & Emotional Development	Educational Programme Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life .					




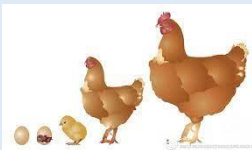

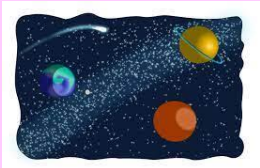
<p>Managing Self</p> <p>Self-regulation</p> <p>Making Relationships</p>	<ul style="list-style-type: none"> * To express my feelings and give simple reasons about why I feel that way. (FEELINGS AND FRIENDSHIP) *To identify and name some common feelings: surprised, excited, frustrated, upset, cross, lonely, worried (FEELINGS AND FRIENDSHIP) * To follow familiar, routine instructions independently. * To say 'please', 'thank you' and 'excuse me' at appropriate times. (RIGHTS AND RESPONSIBILITIES) * To behave appropriately in accordance with the class rules. (RIGHTS AND RESPONSIBILITIES) * To follow a simple instruction as part of a group, e.g. sit down, let's go outside. (RIGHTS AND RESPONSIBILITIES) * To manage my own needs - use the toilet, wash and dry hands. (Health) * To put on and fasten my coat independently (zip, buttons). * To build constructive and respectful relationships with staff and peers. (FEELINGS AND FRIENDSHIP) * To demonstrate friendly behaviour, with new peers. (FEELINGS AND FRIENDSHIP) 	<ul style="list-style-type: none"> * To consider the feelings of others. (FEELINGS AND FRIENDSHIP) * To talk about why we take turns, wait politely, tidy up after ourselves, use manners and so on. about when they have felt this way. (RIGHTS AND RESPONSIBILITIES) * To begin to undress for P.E., with help for buttons. * To put on and fasten my shoes independently (buckles, Velcro). * To talk about why it is important to wash and dry my hands thoroughly. (Health) * To take turns with a little support from an adult or with the systems in place, e.g. sand timers (RIGHTS AND RESPONSIBILITIES) * To try new activities independently, with an adult or with peers. (FEELINGS AND FRIENDSHIP) *To make new and different friends so forming a wider friendship circle (FEELINGS AND FRIENDSHIP) 	<ul style="list-style-type: none"> * To identify strategies for staying calm even when I'm frustrated. (FEELINGS AND FRIENDSHIP) * To recognise when a peer is upset or cross. (FEELINGS AND FRIENDSHIP) * To wait with increased patience, * To make some closer friendships and seek out these friends to initiate play. (FEELINGS AND FRIENDSHIP) * To show kindness towards others by helping, listening and supporting them. (FEELINGS AND FRIENDSHIP) * To join in with a group of children who are playing and listen to their viewpoints and suggestions. (FEELINGS AND FRIENDSHIP) * To be a safe pedestrian and explain what it means to adhere to road safety rules. (Safety and Risk) * To "bounce back" quicker after upsets and with more independence. (FEELINGS AND FRIENDSHIP) <p>*Pants are private- name body parts</p>	<ul style="list-style-type: none"> * To explain to an adult what has happened when they are hurt or upset, using descriptive vocabulary. (FEELINGS AND FRIENDSHIP) * I understand how my actions affect other people. (FEELINGS AND FRIENDSHIP) * To discuss the consequences of my behaviour. when necessary. (RIGHTS AND RESPONSIBILITIES) * To complete short activities/tasks independently for 10 minutes. * To take turns in conversation, listen to others views. (FEELINGS AND FRIENDSHIP) *To show empathy in simple ways.(FEELINGS AND FRIENDSHIP) * I understand the importance of sleep and sleep routines. (Health) *Begin to understand that at times my friends will want to play with others but that doesn't mean they are not my friend. 	<ul style="list-style-type: none"> * I understand that discussion of thoughts is key and I'm beginning to learn that my friends may not always want to play what I want but that's ok. (FEELINGS AND FRIENDSHIP) * To recognise when my behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. (RIGHTS AND RESPONSIBILITIES) * To begin to solve small conflicts, without adult support, by speaking to my peers and being assertive. (RIGHTS AND RESPONSIBILITIES) * To initiate conversations and attend to and take account of what others say. (FEELINGS AND FRIENDSHIP) * To identify and model kind and considerate behaviour to both staff and peers. (FEELINGS AND FRIENDSHIP) * To talk about the importance of physical activity on our body and mind. (Health) * To describe myself in positive terms and talk about abilities.- (Identity) 	<ul style="list-style-type: none"> * To develop my problem solving skills, by talking through how I resolved a problem or difficulty. (RIGHTS AND RESPONSIBILITIES) * To create rules and codes for behaviour within the classroom. (RIGHTS AND RESPONSIBILITIES) * To hold back & forth conversations, listening to my peers' ideas and responding appropriately. (FEELINGS AND FRIENDSHIP) * To explain my own knowledge and understanding, and asks appropriate questions of others. * To show understanding of another child's perspective in discussion. (FEELINGS AND FRIENDSHIP) * To follow two-step instructions. * I am confident to speak to others about own needs, wants, interests and opinions. (Identity) * To talk about my work and play, and show perseverance by reflecting and self-evaluating my work. * To talk about sensible amounts of 'screen time'. (Health)
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	<p>*Pants are private- name body parts</p> <p>*Teach 999 in a lesson and later have it out provision- (role-play)</p> <p>*Money- PLA to speak about it in (role-play)</p>	<p>*Pants are private- name body parts</p> <p>*Teach 999 in a lesson and later have it out provision- (role-play)</p>	<p>*Teach 999 in a lesson and later have it out provision- (role-play)</p> <p>*Money- PLA to speak about it in (role-play)</p>	<p>(FEELINGS AND FRIENDSHIP)</p> <p>* To set my own goals and achieve them. (RIGHTS AND RESPONSIBILITIES)</p> <p>* To discuss healthy food choices and sort healthy foods from less nutritional food. (Health)</p> <p>*Pants are private- name body parts</p> <p>*Teach 999 in a lesson and later have it out provision- (role-play)</p> <p>*Unintentional injury</p>	<p>* To talk about the role of the dentist, what happens when you go to the dentist and why it is important to have your teeth checked. (Health)</p> <p>* To link events (in books, real life etc) with feelings and discuss them. (FEELINGS AND FRIENDSHIP)</p> <p>*Pants are private- name body parts</p> <p>*Teach 999 in a lesson and later have it out provision- (role-play)</p> <p>*Unintentional injury</p>	<p>* To moderate my own feelings when I've experienced anger or frustration. (FEELINGS AND FRIENDSHIP)</p> <p>* I understand that it is ok to make mistakes – this is an important part of learning.</p> <p>* To dress and undress for PE independently.</p>
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The zones of regulation/worry monster to regulate emotions (Self-regulation and managing self)




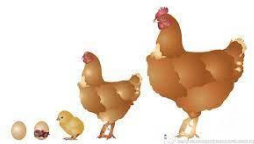

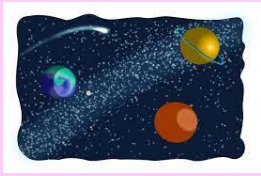
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General Themes	<p>Families</p> 	<p>Seasonal Change</p> 	<p>Homes</p> 	<p>Growing</p> 	<p>Animals</p> 	<p>Our World</p> 
Physical Development	<p><u>Educational Programme</u></p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
Fine Motor	<ul style="list-style-type: none"> * To use a range of tools competently, safely and confidently. * To draw circles, horizontal/vertical lines. * To use a knife and fork to cut food at lunch time. * To draw simple pictures which can be recognised. 	<ul style="list-style-type: none"> * To use a tripod grip. * To cut straight lines with scissors. *To develop strength in fingers to use tweezers /pipettes with control *To begin to draw anticlockwise circles 	<ul style="list-style-type: none"> *To form letter family patterns * To form all of the letters of my name correctly. 	<ul style="list-style-type: none"> * To form recognisable letters for the full alphabet. * To use scissors to cut out a simple shape independently. * To position some letters correctly on a line. 	<ul style="list-style-type: none"> * To form all letters correctly. 	<ul style="list-style-type: none"> * To position all letters correctly on a line. * To write my first and second name, forming the letters correctly. *To show accuracy and care when drawing *To hold a pencil effectively *To accurately use scissors, brushes and cutlery
Gross Motor	<ul style="list-style-type: none"> * To move with developing control and grace. (FMS-CO-ORD, AGILITY/ DANCE / GYM) * To travel with more speed and control. (FMS – RUNNING, INVASION GAMES/STRIKING + 	<ul style="list-style-type: none"> * To balance and ride on a two-wheeled balance bike. (FMS- BALANCE) * To run fast and stop on request. (FMS – RUNNING, AGILITY/ INVASION GAMES/ STRIKE + FIELD) 	<ul style="list-style-type: none"> * To use physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. (GYM, FMS – CO-ORDINATION) 	<ul style="list-style-type: none"> * To balance and engage in dance, gymnastics and sport. (ALL) * To throw, catch and aim small balls. (FMS – THROWING, CATCHING / INVASION / STRIKE + 	<ul style="list-style-type: none"> * To balance and ride on a two-wheeled pedal bike without stabilisers. (FMS- BALANCE) *To join in group activities with rules, 	<ul style="list-style-type: none"> * To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (GYM) *To consider others when negotiating space.




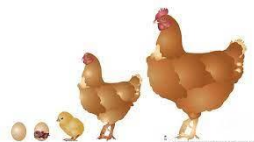

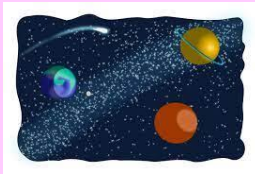
	<p>FIELDING/ NET + WALL/ ATHLETICS)</p> <p>* To use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (GYMNASTICS/ DANCE)</p> <p>* To spin, rock, tilt, slide and bounce. (FMS – BALANCE/ AGILITY/ DANCE/ GYMNASTICS)</p>	<p>* To jump over a line. (FMS – JUMPING / ATHLETICS)</p> <p>* To throw, catch and aim large balls. (FMS – THROWING / CATCHING / INVASION / STRIKE + FIELD / NET AND WALL/ ATHLETICS)</p>	<p>* To quickly change speed and direction. (FMS- RUNNING, AGILITY/ INVASION /STRIKE + FIELD/ NET + WALL)</p> <p>*To combine different movements to complete more demanding obstacle courses (FMS- AGILITY / GYM)</p>	<p>FIELD / NET + WALL / ALTLETICS)</p> <p>*To use a range of resources to bat/pat/hit a ball (ALL)</p> <p>*To hang and swing from bars/ balance/ climb using full body strength. (GYM / FMS – BALANCE/ CO-ORD/ AGILITY)</p>	<p>developing precision using bat and ball skills (FMS – CO-ORD / NET + WALL / STRIKE + FIELD)</p>	<p>(INVASION / STRIKE + FIELD / FMS – RUNNING, AGILITY)</p> <p>*To show strength, balance and co-ordination (FMS – BALANCE, CO-ORD / GYM / DANCE / ATHLETICS/ STRIKE + FIELD)</p> <p>*To move energetically eg dancing, skipping. (ALL)</p>
	<p>Autumn 1</p> <p>Ready Rabbit</p>	<p>Autumn 2</p> <p>Responsible Dog</p>	<p>Spring 1</p> <p>Resilient Tortoise</p>	<p>Spring 2</p> <p>Reasoning Elephant</p>	<p>Summer 1</p> <p>Resourceful Squirrel</p>	<p>Summer 2</p> <p>Reflective Owl</p>
General Themes	<p>Families</p> 	<p>Seasonal Change</p> 	<p>Homes</p> 	<p>Growing</p> 	<p>Animals</p> 	<p>Our World</p> 
Reading	<p><u>Educational Programme</u></p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					

Comprehension - Developing a passion for reading	<ul style="list-style-type: none"> * To recount simple story. * To begin to answer why questions. * To talk about my favourite stories and know books are written. * To show interest in Non-fiction books e.g. I love fire engines and therefore want to read a book about fire engines. 	<ul style="list-style-type: none"> * To use the correct vocabulary to name text related concepts, for example: character, setting, beginning and end. * To sequence three or more events from a story. * To provide simple reasons for actions and events. * To show interest in Non-fiction books e.g. I love fire engines and therefore want to read a book about fire engines. 	<ul style="list-style-type: none"> * To understand story 'middles', eg: problem, event and how they are solved at the end. * To show interest in Non-fiction books e.g. I love fire engines and therefore want to read a book about fire engines. * To start to retell verbally main events of a well-known story. 	<ul style="list-style-type: none"> * I am beginning to reason and explain events answering how questions. * I am beginning to imagine and speculate 'What if....?' questions. * To peruse books for pleasure and start to choose books independently. * To relate some stories to my own experiences. 	<ul style="list-style-type: none"> * To recount simple stories, looking for patterns and be able to ask questions about what happened before. 	<ul style="list-style-type: none"> * To use the terms: author, illustrator, blurb, contents page and index. * To retell stories in my own words, using recently introduced vocabulary.
Word Reading	<ul style="list-style-type: none"> * To read individual letters by saying the sounds for them. * To begin to blend sounds into words * To read short words made up of known letter- sound correspondences. * To recognise labels in my classroom environment. 	<ul style="list-style-type: none"> * To read some letter groups that each represent one sound and say sounds for them. * To read a few common exception words matched to the school's phonic programme. 	<ul style="list-style-type: none"> * To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> * To re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment. 	<ul style="list-style-type: none"> * To say a sound for each letter in the alphabet and at least 10 digraphs. 	<ul style="list-style-type: none"> * To read words that are consistent with my phonic knowledge by sound-blending. * To read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.

	Autumn 1 Ready Rabbit	Autumn 2 Responsible Dog	Spring 1 Resilient Tortoise	Spring 2 Reasoning Elephant	Summer 1 Resourceful Squirrel	Summer 2 Reflective Owl
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General Themes	Families 	Seasonal Change 	Homes 	Growing 	Animals 	Our World 
Writing	Educational Programme It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Physical and Technical (Handwriting)	* To begin to form/ write some graphemes correctly. * To sit correctly with good posture when seated at a table to write.	* To use a tripod grip. * To use common capital letters for my names and given texts e.g I, 'T' as in : The....	* To begin to form lower-case correctly. *I am starting to position all letters correctly on a line.	* To position all letters correctly on a line. * To form capital letters correctly.	*To position all letters correctly on a line. * To form capital letters correctly.	*To position all letters correctly on a line. * To form capital letters correctly.
Physical and Technical (Transcription)	* To write simple vc words.	* To write simple cvc words. * To write simple common words. Eg: I, Mum, Dad, Nana.	* To write short sentences with words with known sound-letter correspondences.	*To use my increasing bank of sight vocabulary in my independent writing from memory. * I am using plausible phonetical spelling of unfamiliar words in my writing.	* To write short sentences with words with known sound-letter correspondences and taught digraphs *To spell known common exception words	* To write short sentences with words with known sound-letter correspondences and known digraphs *To spell known common exception words




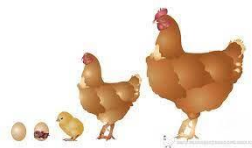

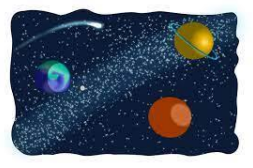
Develop Communication and Meaning (Composition)		<ul style="list-style-type: none"> * To construct simple sentences supported by adults scribing, copy writing/ sentence building 	<ul style="list-style-type: none"> * To write labels and captions independently. * To create simple phrases with meaning (I went to ... To...). * To construct a simple sentence, writing the initial and end sounds in words. 	<ul style="list-style-type: none"> * To think of imaginary sentences. * To re-read what I have written to check that it makes sense. * I am beginning to use full stops and letter spacing. 	<ul style="list-style-type: none"> * To use a full stop. * To use finger spaces. * To write a short sentence, without support. 	<ul style="list-style-type: none"> * To use and to extend my short sentence. * To read my sentence to you. * I know you will be able to read my writing and understand it.
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	Autumn 1 Ready Rabbit	Autumn 2 Responsible Dog	Spring 1 Resilient Tortoise	Spring 2 Reasoning Elephant	Summer 1 Resourceful Squirrel	Summer 2 Reflective Owl
General Themes	Families 	Seasonal Change 	Homes 	Growing 	Animals 	Our World 
Maths <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."</i> – Shakuntala Devi	Educational Programme Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					

Number	<ul style="list-style-type: none"> * To count objects, actions and sounds, saying the numbers in order and matching one number name to each item. (Numbers) * To record quantities in different ways such as tallies. (Numbers) * Play games that involve counting. * To sing number songs (counting to 20) (Numbers) * Compare amounts using vocabulary more/fewer and the same (Addition and subtraction) 	<ul style="list-style-type: none"> * To count out a smaller number from a larger group: 'give me seven'. (Numbers & Addition and subtraction) * To recognise small quantities in different arrangements – subitising. (Addition and subtraction) * To link the number symbol (numeral) with its cardinal number value (Numbers) * I understand the 'one more than/one less than' relationships between consecutive numbers, making predictions about what the outcome will be in stories, rhymes and songs if one is added or taken away. (Addition and subtraction) * Compare numbers, using the vocabulary of more than, less 	<ul style="list-style-type: none"> * To count by rote to 20. (Numbers) * To count back from 10. (Numbers) * To combine two groups and say how many altogether (Addition and subtraction) * To say the number one more/less than a given number 1 - 10. (Addition and subtraction) * Compare quantities up to 10 in different contexts, recognising when one quantity is greater than less than or the same as the quantity. (Numbers & Addition and subtraction) * Subitise up to 5. (Numbers & Addition and subtraction) 	<ul style="list-style-type: none"> * To count on from a given number to 20. (Numbers) * To discuss composition of numbers to 10, showing some recall of number facts. (Addition and subtraction) * To subtract single digit numbers. (Addition and subtraction) * Count beyond 10, counting verbally beyond 20. (Numbers) 	<ul style="list-style-type: none"> * To subtract to 10. (Addition and subtraction) * To double numbers. (Multiply and divide) * To share objects between 2. (Multiply and divide) * Exploring the composition of numbers to 10 through subitising, doubling and partitioning. (Addition and subtraction. Multiply and divide) * Explore and represent patterns within numbers up to 10, including evens and odds (Numbers) * To use the number bonds to 10 to solve problems. (Numbers) 	<ul style="list-style-type: none"> * To talk about the odd and even numbers to 10. (Numbers) * Have a deep understanding of number to 10, including the composition of each number. (Numbers & Addition and subtraction) * Automatically recall number bonds up to 5 and some number bonds to 10, including double facts. (Numbers) * Explore and represent patterns within numbers up to 10, including even and odds. (Numbers & Patterns) * Verbally count beyond 20, recognising the patterns of the counting system. (Numbers)
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		<p>than, fewer, the same as, equal to. (Addition and subtraction)</p> <p>* To use five frames and ten frames, learning the structure of the number system. (Numbers)</p> <p>* To estimate a total before counting. (Addition and subtraction)</p>				
Shape and Space	<p>* To select, rotate and manipulate shapes in order to develop spatial reasoning skills. (Shapes & Space)</p> <p>* To continue, copy and create repeating patterns: AB, ABB patterns. (Shapes & Patterns)</p> <p>* To recite the days of the week/months. (Time)</p> <p>* I am beginning to understand yesterday, today, tomorrow. (Time)</p>	<p>* To find 2D shapes within 3D shapes. (Shapes)</p> <p>* To make a direct comparison using tall and short. (Measure)</p> <p>* To understand and use the language: next to, between, below, above, under, in front, behind, close to, far away. (Space)</p> <p>* Continue, copy and create repeating patterns: ABBC patterns. (Patterns)</p> <p>* Compare length, weight and capacity using comparative</p>	<p>* To make my own ABBC pattern. (Patterns)</p> <p>* To understand morning, afternoon, day, night. (Time)</p> <p>* To order a simple sequence of events. (Space & Time)</p> <p>* To identify straight and curved sides on 2D shapes and flat and curved faces on 3D shapes. (Shapes)</p> <p>* Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to</p>	<p>* To identify and name 3D shapes (cylinder, cube, cuboid, sphere) talk about their properties. (Shapes)</p> <p>* To use language and make direct comparisons of capacity. (Measure)</p> <p>* Understand and use correct mathematical language to describe 2D and 3D shapes (e.g., vertices, sides, edges, faces, flat, curved). (Shapes)</p> <p>* Make predictions and link their knowledge of number</p>	<p>* To compose and decompose shapes so that children recognise a shape can have other shapes within it, investigate how shape can be combined to make new shapes. (Shapes & Space)</p>	<p>* To create a pattern that has a fixed number of spaces. (Patterns)</p> <p>* To understand and use the words: near, far, direction, left, right, towards, fast, slow, nearest, furthest. (Space & Position and direction)</p> <p>* To use language and make direct comparisons of weight. (Measure)</p>

	*Compare length, weight and capacity using comparative language using 'than'. (Measure)	language using 'than'. (Measure)	make simple observations, e.g. this is heavier than that. (Measure)	to their work on measures, e.g. <i>The red car weighed 4 cubes and the green one is heavier so it might weigh 6 cubes.</i> (Measure)		
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	Autumn 1 Ready Rabbit	Autumn 2 Responsible Dog	Spring 1 Resilient Tortoise	Spring 2 Reasoning Elephant	Summer 1 Resourceful Squirrel	Summer 2 Reflective Owl
General Themes	Families 	Seasonal Change 	Homes 	Growing 	Animals 	Our World 
Understanding the World	<u>Educational Programme</u> Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					

Natural World

<p>* To recall common weather patterns and notice patterns/clusters in weekly weather. (SEASONAL CHANGE) (PHYSICAL GEOGRAPHY)</p> <p>*To describe what they see, hear and feel outside, such as plants/animals (UNDERSTAND ANIMALS AND HUMANS, UNDERSTAND PLANTS) (ENQUIRY AND FIELD WORK)</p>	<p>* To identify and name common native, woodland, countryside creatures. Talking about where they live, what they might eat. (INVESTIGATE LIVING THINGS) (ENQUIRY AND FIELD WORK)</p> <p>* To tell you about some creatures that are active at night and that some go to sleep in the winter. (PHYSICAL GEOGRAPHY) (INVESTIGATE LIVING THINGS)</p> <p>*Through stories and first hand experiences notice the effect of changing seasons on the natural world around me (frosty grass, bare trees) (SEASONAL CHANGE)</p> <p>* To use accurate/scientific language to describe features of weather (mostly cloudy, heavy rain, hot sunshine, light breeze, stormy winds) (PHYSICAL GEOGRAPHY) (SEASONAL CHANGE)</p> <p>* To talk about how Summer changes into Autumn. (SEASONAL CHANGE)</p>	<p>* To talk about the natural world around me (buds, new growth, puddles) (UNDERSTAND PLANTS, INVESTIGATE LIVING THINGS) (ENQUIRY AND FIELD WORK)</p> <p>*Explore through their senses and increasing range of materials and describe their characteristics (INVESTIGATE MATERIALS)</p> <p>*Record daily weather patterns and notice daily changes (SEASONAL CHANGE) (ENQUIRY AND FIELD WORK)</p> <p>*Children notice how some materials/food change when cooked (soften – veg, harden – cake mix, set – jelly) (INVESTIGATE MATERIALS)</p>	<p>* To name daffodils, snowdrops, dandelions, daisies, buttercups. (PHYSICAL GEOGRAPHY) (UNDERSTAND PLANTS)</p> <p>*Ask and answer questions to help understand that vegetables grow, fruit comes from trees and other plants, flour comes from wheat. (UNDERSTAND PLANTS)</p> <p>* I understand very simple features of the life cycle of creatures hatching from eggs (birds – chicken, frogs). (INVESTIGATE LIVING THINGS)</p> <p>* To name and investigate using my senses an increasing range of plants that give us food (PHYSICAL GEOGRAPHY) (ENQUIRY AND FIELDWORK) (UNDERSTAND PLANTS)</p> <p>* To talk about how Winter changes into Spring. (SEASONAL CHANGE)</p> <p>* To describe and explore 'properties' of food (runny, wobbly, fizzy, hot, cold, simple tastes; sweet, salty) Mashing, squashing, sloppy, liquid, stretch (INVESTIGATE MATERIALS, UNDERSTAND ANIMALS AND HUMANS)</p> <p>* To explain that seeds grow into plants.</p> <p>*Observe beans sprouting roots, find examples of</p>	<p>*Through stories, pictures and first hand experiences name a wider range of animals including groups of animals such as birds, reptiles and animals from different habitats. (ANIMALS AND HUMANS)</p> <p>* To name, observe and draw animals with common features. (UNDERSTAND ANIMALS AND HUMANS)</p> <p>* To talk about the features of animals that live in similar places and suggest reasons why. (PHYSICAL GEOGRAPHY) (INVESTIGATE LIVING THINGS)</p> <p>*Explore the natural world around them, making observations and drawing pictures of animals and plants (UNDERSTAND ANIMALS AND HUMANS, WORKING SCIENTIFICALLY) (ENQUIRY AND FIELDWORK)</p> <p>* I understand very simple features of the life cycle of creatures hatching from eggs (reptiles – dinosaurs) (INVESTIGATE LIVING THINGS)</p>	<p>* To use my senses outside to explore shadows. (INVESTIGATE LIGHT)</p> <p>* To talk about the danger of looking directly at the sun. (INVESTIGATE LIGHT) (PHYSICAL GEOGRAPHY)</p> <p>* To talk about rubbish and the importance of recycling: identify materials that do not belong – litter (PHYSICAL GEOGRAPHY)</p> <p>* To talk about how people mess up the world and what they do to look after it. (PHYSICAL GEOGRAPHY)</p> <p>*Use their senses outside to explore shadows, light and dark, bright and dull (INVESTIGATE LIGHT)</p>
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				roots and stems outside (UNDERSTAND PLANTS)		
People, Communities & Culture	<p>* To talk about, use pictures and use stories to explain which times are special to me and why. (PRACTICES AND LIFE STYLES, REFLECT)</p> <p>*To talk about members of their immediate family and community (PRACTICES AND LIFE STYLES, REFLECT)</p> <p>* Children explore and begin to understand the use of: playgrounds, parks, shops, library, doctors, dentist in our local area. (LPK)</p> <p>* To describe the environment where I live. (ENQUIRY AND FIELD WORK)</p> <p>* To talk about the people who help us in our community. (BELIEFS AND TEACHING, PRACTICES AND LIFE STYLES,)</p> <p>*To draw information from a simple map (LPK)</p> <p>* I know that some environments are different to where I live (LPK)</p> <p>* To talk about my journey to and from school and discuss what they see en-route. Teachers model how to draw information from a simple map, starting with a whole class map of the local area and track journeys of children's houses in relation to</p>	<p>* To recognise that people have different beliefs and have special stories that are important to them (PRACTICES AND LIFE STYLES)</p> <p>*To understand the purpose of places of worship, drawing on their own experiences. BELIEFS AND TEACHING (PRACTICES AND LIFE STYLES,)</p> <p>* Through stories and pictures, recognise some similarities and differences between life in this country and life and celebrations around the world and in different countries. (PRACTICES AND LIFE STYLES), (Halloween, Bonfire night, Diwali, Hanukah, Christmas) (LPK)</p>	<p>* To draw pictures of my house, school and other places in my local environment. (ENQUIRY AND FIELD WORK)</p> <p>*To discuss and explain journeys they take in small world play, children to use carpet maps to role play different journeys (LPK)</p> <p>* Through stories and pictures, recognise some similarities and differences between life in this country and life and celebrations around the world and in different countries. (Chinese New Year) (BELIEFS AND TEACHING PRACTICES AND LIFESTYLES)</p>		<p>* To talk about things I find interesting, puzzling or wonderful. (REFLECT)</p>	<p>* To talk about some similarities and differences between different religious and cultural communities in this country. (REFLECT, PRACTICES AND LIFESTYLES)</p> <p>* To discuss holidays and places I have been beyond my local community.</p> <p>*To explain some similarities and differences between life in this country and life in other countries</p> <p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>

	distances from school (ENQUIRY AND FIELD WORK) * To talk about the different journeys, I make. (LPK)					
Past & Present	*To comment on images of familiar situations in the past (Investigate and interpret the past) (Communicate historically) * To talk about the roles people have in my community. (PRACTICES AND LIFESTYLES) * To talk about familiar situations from the past, looking at photos of the school and locality. (Investigate and interpret the past) (* To talk about traditional stories from the past. (Investigate and interpret the past)	* To talk about some similarities and differences between things in the past and now (animals that have become extinct like dinosaurs) (Investigate and interpret the past)	* I understand the past through characters and events in books and storytelling. (Investigate and interpret the past) *To talk about and organise events, recognising that things happened before they were born. (Understand chronology)
RE Festivals	Harvest	Bonfire Night Remembrance Day Hanukkah Christmas Day Divali	Chinese New Year Shrove Tuesday St. David's Day	Ramadan Easter	Eid-Al-Fitr	Eid- Al-Adha

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General Themes	<p><i>Families</i></p> 	<p><i>Seasonal Change</i></p> 	<p><i>Homes</i></p> 	<p><i>Growing</i></p> 	<p><i>Animals</i></p> 	<p><i>Our World</i></p> 
Expressive Arts & Design	<p><u>Educational Programme</u></p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					

<p>Creating with materials</p>	<ul style="list-style-type: none"> * To draw a self portrait. (DRAWING) * To use colours for a purpose. (PAINTING) * To draw bodies of an appropriate size when representing my family. (DRAWING) * To use different size brushes, selecting fine brushes to add detail. (PAINTING) * To develop simple patterns by printing with objects using range of materials. (COLLAGE/PRINTING) * To use paints and brushes to make a range of marks – dots, dabs, zig zags, wavy. (PAINTING) * To return to and build on my previous learning, refining ideas * To adapt my construction to achieve a desired outcome. (SCULPTURE)(CONSTRUCTION) * To construct with a purpose in mind, using a variety of resources. (SCULPTURE)(CONSTRUCTION) 	<ul style="list-style-type: none"> * To name the primary colours. (PAINTING) * To mix two colours to make the secondary colours. (PAINTING) * To mix colours and know the colour I want to create. (PAINTING) * To use a painting programme on the computer or iPad. (DRAWING) * To create work in the style of ?????? * To create different textures and combine media to create new effects. (COLLAGE)(MATERIALS) * To manipulate clay and use a simple technique to achieve a planned effect. (SCULPTURE)(MATERIALS) * To construct with a purpose in mind, using a variety of resources. (SCULPTURE)(CONSTRUCTION) 	<ul style="list-style-type: none"> * To use larger scale loose parts to create. (COLLAGE)(MATERIALS) * To create collaboratively, sharing ideas, resources and skills. * To improve my models. (SCULPTURE)(CONSTRUCTION) * To participate in collaborative, creative activities. * To use rolled up paper and art-straws, pipe cleaners to create structures and objects. (SCULPTURE)(CONSTRUCTION) 	<ul style="list-style-type: none"> * To select tools and techniques needed to shape, assemble and join materials. (SCULPTURE)(CONSTRUCTION) * To work in a group to create a 3D model, using materials such as paper to add extra detail. (SCULPTURE)(MATERIALS) 	<ul style="list-style-type: none"> * To mix colours and know how to change the shade of colour. (PAINTING) * To weave with fabrics. orange netting, garden netting. (ART TEXTILES)(TEXTILES) * To use a variety of art tools with greater accuracy. * To draw into clay with simple tools. (DRAWING) * To choose materials to achieve a goal. (MATERIALS) 	<ul style="list-style-type: none"> * To explain how I created something to my peers including why I chose a particular technique/material and how it is fit for purpose. (PRINTING) * To return to and extend my creative learning.
<p>Being Imaginative and expressive</p>	<ul style="list-style-type: none"> * To sing in a group or on my own, matching the pitch and following the melody. (PERFORM) * To request a favourite rhyme, learnt from Nursery Twinkle Twinkle, Humpty Dumpty, Incy Wincy Spider, Baa Baa, Hickey Dickory, Wind the Bobin up, wheels on the bus, I'm a little teapot, two little dickie birds, If you happy and you know it, Miss Polly, 	<ul style="list-style-type: none"> * I know and join in with nursery rhymes and favourite songs. (PERFORM) * To make up my own songs. (COMPOSE) * To take part in simple, pretend play often based on familiar experiences. * To play cooperatively as part of a group to develop and act out a narrative. 	<ul style="list-style-type: none"> * To change a song/rhyme to create a desired effect. Sing the Humpty Dumpty Rap. (COMPOSE, PERFORM) * To use enhancements to extend my imaginative play. * To use fabric, boxes, tubes and joining materials to make props. (CONSTRUCTION) 	<ul style="list-style-type: none"> * To sing songs from own culture in home language and share with others. (PERFORM) * To use different materials (larger sizes), to add to costumes and make my own. (TEXTILES) * To move my body in an expressive way to music (PERFORM) 	<ul style="list-style-type: none"> * To perform familiar songs/rhymes in a small group. (PERFORM) * To create more complex narratives in my pretend play, building on the contributions of my peers. 	<ul style="list-style-type: none"> * To retell parts of familiar stories through use of puppets, toys, masks or small-world. * To engage in music and follow a story map creating a musical accompaniment. (TRANSCRIBE) * To perform in a performance. (PERFORM) * To dance in a sequence of learnt moves. (COMPOSE, PERFORM)

	<p>Old Mcdonald, Mary ahd a little lamb, 10 fat sausages, the grand old duke of York, Row, Row, Row your boat (PERFORM)</p> <p>* To sing along to favourite pop songs. (PERFORM)</p> <p>* To develop storylines in my pretend play.</p> <p>* To develop storylines through small-world or role-play with peers.</p> <p>* To create my own beats with musical instruments/body percussion. (COMPOSE)</p> <p>* To listen to music and talk about how it makes me feel. (DESCRIBE)</p> <p>* To sing songs from own culture in home language and share with others. (PERFROM, COMPOSE)</p>	<p>* To listen to music and talk about how it makes me feel. (DESCRIBE)</p>	<p>* To talk about my favourite music or song and why I like it. (DESCRIBE)</p>			
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