

EYFS – Cycle A - Some Key topics / Themes –learning is led by the interests of the children so is subject to change.

	Autumn			Spring			Summer					
Learning Unit	Hello	We are Conservationist	We are conservationist	We are Voyagers	We are Voyagers	We are Citizens	We are Citizens	We are explorers	We are Explorers	We are Healthy	We are healthy	Goodbye
Topic Title	All About Me	Me and My World	Lets Celebrate	Once Upon a Time	In the Garden	Food Glorious Food	Goodbye					
Hook	Starting School	Local Area Walk Forest School	Christmas production Panto Indian food tasting (Diwali) Walk to war memorial to lay wreath Walk to post box to send our letters to SANTA	Library Visit Book Week Science Week	Jonathans Jungle Chicks or Ducklings hatching	Food tasting and sporting events from around the world. Restaurant Visit	Transition Morning					
Science (UTW) NW	<p>Comparing ourselves, eye colour, hair colour, height etc.</p> <p>Comparing our houses and making shape houses</p> <p>Sound – Explores the different sounds of instruments</p> <p>Seasonal Changes - Talks about the features of his/her own immediate environment and how environments may vary from one another</p> <p>Knows similarities and differences in relation to living things</p>	<p>Our bodies Be able to name parts of the body, and know what some of them do. (Heads, shoulders, knees and toes)</p> <p>Identify parts of the body , head, arms , legs, hands, feet, knees, elbows, stomach, back (Drawing self portrait</p> <p>Identify some bones and joints – skull, knees, collar bone, elbow, hips, ribs, spine (Funny bones stories and Artwork)</p> <p>Identify organs and know some of their jobs Brain, heart, lungs, blood. (Collaborative work – big bodies)</p> <p>Sorting foods into healthy and treats Sorting foods into those that are good for our teeth and those to avoid</p> <p>Talk about how to keep ourselves healthy – (plan a healthy meal and a lunchbox)</p> <p>Talk about how to keep our teeth clean,, how to look after them and why we need to keep our teeth healthy (Dentist visit)</p> <p>Notice the changes that exercise has on our bodies. (PE sessions and outdoor activity sessions) Introduction to real PE</p> <p>Our local area – and how we can look after it (Litter pick – someone swallowed Stanley / Somebody crunched Colin)</p> <p>Forest school – talk about Autumn, changes in the weather and changes we can see. Autumn walk Autumn treasure hunt Leaf Man story and art work</p> <p><i>The Little Red hen – bread baking and real life hen encounter experience</i></p> <p>Seasonal Changes - Talks about the features of his/her own immediate environment and how environments may vary from one another</p>	<p>Halloween Real life encounter with a pumpkin – what does it feel like, look like etc. Make a prediction about what might be inside it.</p> <p>Fireworks Light a fire in the woods – talk about the ingredients needed and how to be safe Talk about the benefits of a fire Talk about how to keep ourselves and animals safe</p> <p>Diwali Make barfi sweets , talk about how the ingredients change</p> <p>WINTER TOPIC Freezing and melting = Where can we put the ice to keep it forever investigation Snow exploration play Learning about animals that live in cold places . Winter (mini topic) Snow / Ice and Who lives in cold places Building shelters in the woods for animals and ourselves, how can we keep them dry Notice the changes in the woods and the weather</p> <p>Materials – Know about similarities and differences in relation to materials</p> <p>Materials - knows the properties of some materials and can suggest some of the purposes they are used for</p> <p>Sound – Explores the different sounds of instruments</p> <p>Seasonal Changes - Talks about the features of his/her own immediate environment and how environments may vary from one another</p> <p>Knows similarities and differences in relation to living things</p> <p>Knows that the environments and living things are influenced by human activity</p>	<p>STEM Challenges Materials investigation Build a house for a pig testing materials and design Build a strong wolf house Make a chair for the 3 bears Recycling / looking after our world (Science week) Egg parachute challenge – what makes the best parachute / landing pad Planting and observing beans – Jack and the Beanstalk Changes in ingredients – baking gingerbread people Explore – which biscuit makes the best boat/raft for the gingerbread man</p> <p>Materials – Know about similarities and differences in relation to materials</p> <p>Materials - knows the properties of some materials and can suggest some of the purposes they are used for</p> <p>Sound – Explores the different sounds of instruments</p> <p>Seasonal Changes - Talks about the features of his/her own immediate environment and how environments may vary from one another</p> <p>Describe the familiarity with basic scientific concepts such as floating and sinking</p>	<p>Minibeast investigations, sorting and classifying Jonathans Jungle handling session Jess Minibeast adventures Bug hunts Bug sorting Growing from seeds and beans – observation greenhouses and in soil Planting sunflowers and beans Dissect a flower Talk about What makes plants grow What do plants need to survive Which foods can we grow that are healthy Lets try some healthy foods to eat</p> <p>Labelling parts of plants Seed, stem, root, shoot, leaf, bud, petal</p> <p>Listen to Eddies Garden Story, Jaspers beanstalk, The tiny seed Olivers Vegetables and Olivers Fruit salad</p> <p>Hatching ducklings from eggs – including observing them in egg, witnessing hatching, looking at growth and changes, teaching them to swim.</p> <p>SCIENCE WEEK Seasonal Changes - Talks about the features of his/her own immediate environment and how environments may vary from one another</p> <p>Knows similarities and differences in relation to living things</p> <p>Knows that the environments and living things are influenced by human activity Knows about similarities and differences in relation to places, objects, materials and living things Knows the importance of good health of physical exercise and a healthy diet. Talks about ways to keep healthy and safe.</p> <p>Makes healthy choices and knows about healthy eating and exercise.</p>	<p>Observational drawings of fruit and veg Predicting what might be inside What might the weather be like in these countries – inspired by the pictures and making inference. Tour de France cycling and marathon running – impact of exercise on the body How to keep our bodies fit and healthy Sun safety</p> <p>Sound – Explores the different sounds of instruments</p> <p>Seasonal Changes - Talks about the features of his/her own immediate environment and how environments may vary from one another</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things</p> <p>Knows the importance of good health of physical exercise and a healthy diet. Talks about ways to keep healthy and safe. Makes healthy choices and knows about healthy eating and exercise.</p>						

		<p>Plants – Make observations of animals and plants and explains why some things occur and talk about changes</p> <p>Knows similarities and differences in relation to living things</p> <p>Knows that the environments and living things are influenced by human activity</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things</p> <p>Knows the similarities and differences between himself/herself and others and among families, communities and traditions.</p> <p>Eats a healthy range of foodstuffs and understands the need for a variety in food.</p> <p>Knows the importance of good health of physical exercise and a healthy diet.</p> <p>Talks about ways to keep healthy and safe.</p> <p>Makes healthy choices and knows about healthy eating and exercise.</p>	<p>Knows the similarities and differences between himself/herself and others and among families, communities and traditions.</p> <p>Make observations of animals</p>				
History (P&P)	<p>My family Class discussions around my family</p> <p>Draw family tree and family members</p> <p>Talk about my family and what they do at work</p> <p>Talk about pets, previous houses and where I live</p> <p>Begin to make sense of own life -story and family history</p> <p>Talk about events using correct past tense</p> <p>Talk about the lives of people around them and their roles in society</p> <p>To ask questions and clarify understanding</p> <p>Communicate knowledge through class discussions</p>	<p><u>My family</u> When I was little I liked ... Class discussion Where have I lived previously – class discussions What sort of house do I live in? Walk around local area ..</p> <p><u>Dogger</u> Begin to make sense of own life -story and family history</p> <p>Talk about the lives of people around them and their roles in society</p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling</p> <p>To ask questions and clarify understanding</p> <p>Communicate knowledge through class discussions</p>	<p><u>Fireworks</u> Guy Fawkes story</p> <p><u>Diwali</u> Rama and Sita story How Diwali is celebrated</p> <p><u>Christmas</u> The Nativity story Christmas traditions – stockings, trees, decorations (with candles) etc. Family traditions – class discussions</p> <p><u>Advent</u> The Empty Stocking story How Christmas is celebrated Class discussions about what we did in the holiday and at the weekend – circle times and snack times in groups</p> <p>Talk about events using correct past tense Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling</p> <p>To ask questions and clarify understanding</p> <p>Communicate knowledge through class discussions</p>	<p>Comparisons of the past and now through stories – Traditional tales. Using illustrations to recognise things that are different. Pancake day Through nursery rhymes explore some of the language of bygone times – Tuffet, pail , grandfather clock</p> <p>Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling</p> <p>To ask questions and clarify understanding</p> <p>Communicate knowledge through class discussions</p>	<p>Jaspers beanstalk – growth Eddies Garden -growing with my grandad. Talk about grandparents and their hobbies</p> <p>To ask questions and clarify understanding</p>	<p>London Look at landmarks – talk about the coronation of King Charles III Katie in London France – Landmarks – Eiffel tower – look at monuments through A lion in Paris Greece – Marathon Running and the history of the marathon Italy – landmarks including the colosseum and Pompeii</p> <p>Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class</p> <p>To ask questions and clarify understanding</p> <p>Communicate knowledge through class discussions</p>	<p>Recapping our favourite memories and experiences of EYFS</p> <p>Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class</p> <p>To ask questions and clarify understanding</p> <p>Communicate knowledge through class discussions</p>

<p>Geography (UTW)</p>	<p>Walk around the school site Moving to the hall Exploring the EYFS Unit Comparing our school to the school in STARTING SCHOOL Talking about our families and where they live</p> <p>Begin to make observations about where things are e.g. within school or local area</p> <p>Ask simple geographical questions : Where is it? What is it like? What or who will I see in this place? What do people do in this place? What or who will I see in this place? What do people do in this place?</p> <p>To describe location and near or far</p>	<p>Walk around the local area – Talking about where we live and how we get to school What do we pass on the way?</p> <p>Where do I live? Who lives in my house Where have I lived previously?</p> <p>Ask simple geographical questions : Where is it? What is it like? What or who will I see in this place? What do people do in this place? Use NF books, stories, maps, pictures/photos and internet as sources of information Investigate own surroundings</p> <p>To describe location as near or far To use language of up, down forwards, backwards sideways and turn</p> <p>To draw simple maps (treasure maps/ story maps) using arrows or marks to show a route</p> <p>To talk about the weather in each of the seasons</p> <p>To have an understanding that Carterton is within Oxfordshire , which is in England.</p> <p>To talk about the places we have visited</p>	<p>Diwali Where is India? What is the weather like there? How do they celebrate ? Eye spy video – Diwali and how it is celebrated</p> <p>Look on the global – introduce sea and poles</p> <p>Poles Apart Lost and Found</p> <p>Comparing hold and cold climates</p> <p>Circle time – holiday news, places that we have visited</p> <p>Ask simple geographical questions : Where is it? What is it like? What or who will I see in this place? What do people do in this place? Use NF books, stories, maps, pictures/photos and internet as sources of information Investigate own surroundings</p> <p>Make simple comparisons between features of different places (hot and Cold countries)</p> <p>To describe location as near or far</p> <p>To use a globe or map to identify land and sea To compare climates and habitats (hot/cold using stories)</p> <p>To talk about the places we have visited</p>	<p>Creating story maps Stories from around the world – including Goldilocks Rocks and Handas Surprise Spider Anansi We are going on a lion hunt My Granny went to market book</p> <p>Using Beebots to explore a map</p> <p>Ask simple geographical questions : Where is it? What is it like? What or who will I see in this place? What do people do in this place? Use NF books, stories, maps, pictures/photos and internet as sources of information Investigate own surroundings</p> <p>Make simple comparisons between features of different places (hot and cold countries)</p> <p>To use language of up, down forwards, backwards sideways and turn</p> <p>To draw simple maps (treasure maps/ story maps) using arrows or marks to show a route</p> <p>Use a simple picture map to retell a story</p> <p>To talk about weather in each of the seasons and to compare climates and habitats (hot and cold) using stories</p> <p>To talk about the places we have visited</p>	<p>Map making / Garden exploring</p> <p>Beebots and maps Story maps</p> <p>Drawing a plan of our garden Drawing our garden at home</p> <p>To draw simple maps (treasure maps/ story maps) using arrows or marks to show a route</p> <p>Use a simple picture map to retell a story</p> <p>To talk about the places we have visited</p>	<p>Where is Italy? Where is France? Where is Mexico? Where is Africa What do we think the weather might be like there? How can we tell from the clues in the pictures of the books?</p> <p>Flags , globes, maps, discussions about weather and traditions</p> <p>Ask simple geographical questions : Where is it? What is it like? What or who will I see in this place? What do people do in this place? Use NF books, stories, maps, pictures/photos and internet as sources of information Investigate own surroundings</p> <p>Make simple comparisons between features of different places (hot and cold countries)</p> <p>To describe location as near or far</p> <p>To draw simple maps (treasure maps/ story maps) using arrows or marks to show a route</p> <p>To talk about weather in each of the seasons and to compare climates and habitats (hot and cold) using stories</p> <p>To talk about the places we have visited</p>	
<p>Design and Technology (EAD)</p>	<p>Create a collage of myself using a range of materials</p> <p>Cut and collage a duck / Chick</p> <p>To construct with a clear purpose in mind</p> <p>To use scissors and other tools with control and improving accuracy To explore a range of cutting and shaping techniques (tearing, cutting, folding and curling) To be able to cut along a straight (and then curved) line accurately To explore a range of joining techniques</p>	<p>Build my house using bricks and constructions materials</p> <p>Build my house using 2D shapes</p> <p>Autumn and Harvest Make bread and chop vegetables Theading leaves Building houses in the woods</p> <p>Talk about favourite foods, likes and dislikes Plan foods and meals that are healthy for us To use scissors and other tools with control and improving accuracy To explore a range of cutting and shaping techniques (tearing, cutting, folding and curling) To be able to cut along a straight (and then curved) line accurately To explore a range of joining techniques including table glue staples and string. To explore threading and simple sewing (running stitch) To understand the need for a healthy diet To explore foodstuff and observe changes</p>	<p>Fireworks To create firework art using a range of newly introduced techniques Toasting marshmallows in the woods on a real fire Remembrance Make clay poppies using fingers to mould the clay Halloween To use tools to carve a pumpkin To use tools to mould a clay pumpkin Diwali Make clay deya lamps using fingers to mould the clay and tools to decorate Christmas To create Christmas cards To create Christmas decorations from a template Build a home for a hedgehog Make a clay hedgehog To construct with a clear purpose in mind To make simple plans To use stencils To use scissors and other tools with control and improving accuracy To explore a range of cutting and shaping techniques (tearing, cutting, folding and curling)</p>	<p>Make a chair for goldilocks Design a house for the three little pigs – a range of materials To make a parachute for an egg (Egg drop) To decorate a real egg to create a character To bake gingerbread Porridge making and tasting Flapjack baking To construct with a clear purpose in mind To make simple plans To use scissors and other tools with control and improving accuracy To explore a range of cutting and shaping techniques (tearing, cutting, folding and curling) To be able to cut along a straight (and then curved) line accurately To explore a range of joining techniques including table glue staples and string. To explore threading and simple sewing (running stitch) To explore foodstuff and observe changes To assemble and cook ingredients with support To talk about likes and dislikes, what went well and possible improvements</p>	<p>Clay moulding flowers / bugs Building gardens using recycled materials Planting seeds Designing and building lollistick greenhouses</p> <p>To construct with a clear purpose in mind To make simple plans</p> <p>To use stencils</p> <p>To use scissors and other tools with control and improving accuracy To explore a range of cutting and shaping techniques (tearing, cutting, folding and curling) To be able to cut along a straight (and then curved) line accurately To explore a range of joining techniques including table glue staples and string. To explore threading and simple sewing (running stitch)</p>	<p>Make a healthy sandwich – picnic Pasta tasting Pizza making – trip French food tasting Greek food tasting</p> <p>To construct with a clear purpose in mind To make simple plans</p> <p>To use scissors and other tools with control and improving accuracy To explore a range of cutting and shaping techniques (tearing, cutting, folding and curling) To be able to cut along a straight (and then curved) line accurately To explore a range of joining techniques including table glue staples and string. To understand the need for a healthy diet To explore foodstuff and observe changes To assemble and cook ingredients with support To talk about likes and dislikes, what went well and possible improvements</p>	<p>To construct with a clear purpose in mind To make simple plans To use scissors and other tools with control and improving accuracy To explore a range of cutting and shaping techniques (tearing, cutting, folding and curling)</p>

	including table glue staples and string.	To assemble and cook ingredients with support. To talk about likes and dislikes, what went well and possible improvements	To be able to cut along a straight (and then curved) line accurately To explore a range of joining techniques including table glue staples and string. To explore threading and simple sewing (running stitch) To explore foodstuff and observe changes To assemble and cook ingredients with support				folding and curling) To be able to cut along a straight (and then curved) line accurately To explore a range of joining techniques including table glue staples and string.
Art (EAD)	Self Portraits – pencil and pen control Collage ducks / Chicks Create simple representations of people and other things Suggest ways in which the work could be further developed or adapted. Create a progression of self-portraits. Select colours for purpose. Draw for a sustained period of time at their own level Investigate different lines (thin, thick, wavy, straight)	Paint myself Create a drawing of my family – Christmas project design and drawing exploration Painting skeletons following instructions Paint my house Clay faces Create leafman using collage materials Create clay hedgehogs Create simple representations of people and other things Talk about the stories and ideas in their art work sharing their ideas with others Suggest ways in which the work could be further developed or adapted. Create a progression of self-portraits. Select colours for purpose. Draw for a sustained period of time at their own level. Use drawings to tell a story or retell an event or draw from observation Begin to use a variety of drawing tools (pencil, finger, coloured pencils, chalk, pastels and felt pens and charcoal) Experiment with Primary colours Experiment with mixing colours independently Use a range of tools to make coloured marks on paper (including sponges, brushes and fingers) Makes patterns and pictures by printing with objects. Discover how to make pictures by cutting, tearing and sticking a variety of materials Create simple collages using fabric, paper, pasta, beans and larger tactile things etc. Experiment with different textures including sensory play Explore how media and materials can be combined and change Look and talks about what they have produced	Clay thumb pots – Deya lamps (adding details) Moulding clay - Remembrance poppies Colour mixing and paint exploration – splatting and blowing – firework pictures Wash and colour mixing paintings – the poppy field Drawing with Charcoal – made at the forest Using ICT to create Rangoli patterns / Mendhi patterns Paint the little red hen Paint with feathers Christmas cards and Christmas crafts Willow star weaving _ forest school Use ICT to create images Create simple representations of people and other things Suggest ways in which the work could be further developed or adapted. Use a range of tools to make coloured marks on paper (including sponges, brushes and fingers) Create a progression of self-portraits. Select colours for purpose. Draw for a sustained period of time at their own level Use drawings to tell a story or retell an event or draw from observation Begin to use a variety of drawing tools (pencil, finger, coloured pencils, chalk, pastels and felt pens and charcoal) Develop more accurate drawings of people that include all visible parts of the body (head hands, fingers) Makes patterns and pictures by printing with objects Name primary and secondary colours. Learn the names of different tools that bring colour e.g. pastel, paint, crayons Work on different scales Enjoys using stencils to create pictures. Look and talk about what they have produced, describing pattern, techniques and media used. Print on to paper and other material. Discover how to make pictures by cutting, tearing and sticking a variety of materials Create simple collages using fabric, paper, pasta, beans and larger tactile things etc. Experiment with different textures including sensory play Explore how media and materials can be combined and change Use a range of media e.g. clay, papier Mache, playdough art straws and other construction materials (including blocks). Creates a basic thumb pot.	Painting and collage a wolf Paint and collage 3 little pigs Build a model of the gingerbread mans house Painting with porridge Draw a self portrait Create a character (Paper Dolls) Create illustrations for our own story books Create simple representations of people and other things Talk about the stories and ideas in their art work sharing their ideas with others Suggest ways in which the work could be further developed or adapted. Create a progression of self-portraits. • Select colours for purpose. • Draw for a sustained period of time at their own level Use drawings to tell a story or retell an event or draw from observation Begin to use a variety of drawing tools (pencil, finger, coloured pencils, chalk, pastels and felt pens and charcoal) Name primary and secondary colours Learn the names of different tools that bring colour e.g. pastel, paint, crayons Work on different scales Makes patterns and pictures by printing with objects. Handle feel and manipulate, pull apart and reconstruct materials (including construction materials) Use a range of media e.g. clay, papier Mache, playdough art straws and other construction materials (including blocks). Joins pieces together to build and balance, stacking vertically and horizontally, making enclosures and creating spaces Create and build own sculptures using a variety of materials e.g. junk, natural materials and man-made materials. Selects tools and techniques needed to shape, assemble and join materials. Enjoys handling, manipulating and using materials. Engages in sensory experiences. Manipulates materials to achieve a planned effect.	Observational drawing of fruit and flowers Printing – using fruit Tree rubbings and bark rubbings Painting using small brushes Pastels – Mothers day cards Create simple representations of people and other things Talk about the stories and ideas in their art work sharing their ideas with others Suggest ways in which the work could be further developed or adapted. Create a progression of self-portraits. • Select colours for purpose. • Draw for a sustained period of time at their own level Use drawings to tell a story or retell an event or draw from observation Use a variety of drawing tools (pencil, finger, coloured pencils, chalk, pastels and felt pens and charcoal) Name primary and secondary colours. Learn the names of different tools that bring colour e.g. pastel, paint, crayons Work on different scales Enjoys taking simple rubbings Imprints in clay and dough Joins pieces together to build and balance, stacking vertically and horizontally, making enclosures and creating spaces Create and build own sculptures using a variety of materials e.g. junk, natural materials and man-made materials. Selects tools and techniques needed to shape, assemble and join materials. Enjoys handling, manipulating and using materials. Engages in sensory experiences. Manipulates materials to achieve a planned effect.	Arts and Crafts from countries around the world. Mexico - weaving using 2 colours Africa – fruit drawing and printing (repeating patterns) Africa – Fabric patterns ART WEEK Create simple representations of people and other things Think about what art is and share ideas with others Create a progression of self-portraits. Select colours for purpose. Draw for a sustained period of time at their own level Name primary and secondary colours Learn the names of different tools that bring colour e.g. pastel, paint, crayons Work on different scales Makes patterns and pictures by printing with objects Enjoys using stencils to create pictures. Look and talk about what they have produced, describing pattern, techniques and media used. Print on to paper and other material. Discover how to make pictures by cutting, tearing and sticking a variety of materials Create simple collages using fabric, paper, pasta, beans and larger tactile things etc. Experiment with different textures including sensory play Explore how media and materials can be combined and change Simple weaving	Draw a self portrait for my new teacher Draw me and my friends Create a progression of self-portraits. Select colours for purpose. Draw for a sustained period of time at their own level Develop more accurate drawings of people that include all visible parts of the body (head hands, fingers)

CHARANGA MUSIC TAUGHT IN ORDER AS PER THE PLANNED PROGRAMME							
Music (EAD)	<p>Nursery Rhymes / Counting Songs</p> <p><i>Is able to tap out a simple repeated rhythm</i></p> <p><i>Builds a repertoire of songs and dances</i></p> <p><i>Sings in a group or on own</i></p> <p><i>Explored the different sounds of instruments</i></p> <p><i>Explores how sounds can be changed</i></p> <p><i>Can name a range of instruments and describe how to play them</i></p>	<p>Harvest Songs</p> <p>Exploring pattern and rhythm – Listening games and clapping patterns</p> <p>Counting songs</p> <p>Jump Start Johnny</p> <p>Cosmic Kids Yoga</p> <p><i>Builds a repertoire of songs and dances</i></p> <p><i>Sing in a group or on own, increasingly matching the pitch and following the melody</i></p> <p><i>Enjoys joining in with dancing games</i></p> <p><i>Listening attentively, move to and talk about music, expressing feelings and responses.</i></p> <p><i>Try to move in time to music.</i></p> <p><i>Is able to tap out a simple repeated pattern</i></p> <p><i>Explored the different sounds of instruments</i></p> <p><i>Explores how sounds can be changed</i></p> <p><i>Can name a range of instruments and describe how to play them</i></p> <p><i>Enjoy performing to an audience</i></p> <p><i>Improve work by revisiting and adapting</i></p>	<p>Listening to Bollywood music, attempting Bollywood dancing</p> <p>Christmas performance (singing and dancing)</p> <p>Counting songs</p> <p>Jump Start Johnny</p> <p>Cosmic Kids Yoga</p> <p><i>Builds a repertoire of songs and dances</i></p> <p><i>Sing in a group or on own, increasingly matching the pitch and following the melody</i></p> <p><i>Enjoys joining in with dancing games</i></p> <p><i>Listening attentively, move to and talk about music, expressing feelings and responses.</i></p> <p><i>Try to move in time to music.</i></p> <p><i>Explored the different sounds of instruments</i></p> <p><i>Explores how sounds can be changed</i></p> <p><i>Can name a range of instruments and describe how to play them</i></p> <p><i>Children represent their own ideas through music and dance</i></p> <p><i>Enjoy performing to an audience</i></p> <p><i>Listen to a range of music from history and cultures around the world</i></p> <p><i>Improve work by revisiting and adapting</i></p>	<p>Musical Instruments – percussion to accompany stories</p> <p>Counting songs</p> <p>Jump Start Johnny</p> <p>Cosmic Kids Yoga</p> <p><i>Is able to tap out a simple repeated pattern</i></p> <p><i>Explore the different sounds of instruments</i></p> <p><i>Explores how sounds can be changed</i></p> <p><i>Can name a range of instruments and describe how to play them</i></p> <p><i>Improve work by revisiting and adapting</i></p>	<p>Minibeast songs and sharing assembly</p> <p>Counting songs</p> <p>Jump Start Johnny</p> <p>Cosmic Kids Yoga</p> <p><i>Builds a repertoire of songs and dances</i></p> <p><i>Sing in a group or on own, increasingly matching the pitch and following the melody</i></p> <p><i>Try to move in time to music</i></p> <p><i>Is able to tap out a simple repeated pattern</i></p> <p><i>Children represent their own ideas through music and dance</i></p> <p><i>Enjoy performing to an audience</i></p> <p><i>Improve work by revisiting and adapting</i></p>	<p>Exploring Greek Dancing</p> <p>Counting songs</p> <p>Jump Start Johnny</p> <p>Cosmic Kids Yoga</p> <p><i>Builds a repertoire of songs and dances</i></p> <p><i>Sing in a group or on own, increasingly matching the pitch and following the melody</i></p> <p><i>Enjoys joining in with dancing games</i></p> <p><i>Listening attentively, move to and talk about music, expressing feelings and responses.</i></p> <p><i>Try to move in time to music.</i></p> <p><i>Is able to tap out a simple repeated pattern.</i></p> <p><i>Children represent their own ideas through music and dance</i></p> <p><i>Enjoy performing to an audience</i></p> <p><i>Listen to a range of music from history and cultures around the world</i></p> <p><i>Improving work by revisiting and adapting</i></p>	
RE (P&C)	Families Class Rules	Being a good friend	Christmas / Advent	Being a good friend	Easter / Mothering Sunday		
PE (PD)	REAL PE – Taught in Progression Order						
	<p>Changing for PE and moving safely</p> <p>Using mark making tools</p> <p><i>Understanding the expectations and ways to be safe</i></p>	<p>Holding a pencil correctly</p> <p>Developing FMS</p> <p>Moving to music – Jump Start Johnny</p> <p><i>Understanding the expectations and ways to be safe</i></p>	<p>Forming recognisable letters</p> <p>Using pencils effectively</p> <p>Dancing to music from around the world</p> <p>Moving to music – Jump Start Johnny</p> <p><i>Understanding the expectations and ways to be safe</i></p>	<p>Traditional playground games</p> <p>Parachute games</p> <p>Moving to music – Jump Start Johnny</p> <p><i>Understanding the expectations and ways to be safe</i></p>	<p>Traditional playground games</p> <p>Parachute games</p> <p><i>Understanding the expectations and ways to be safe</i></p>	<p>Football</p> <p>Cycling</p> <p>Marathon Running</p> <p>Athletics</p> <p>Cricket</p> <p>Greek dancing</p> <p><i>Understanding the expectations and ways to be safe</i></p> <p><i>Playing in a group – following rules</i></p>	<p>Sports day</p> <p><i>Understanding the expectations and ways to be safe</i></p>
PSHE (PHSE)	COMMANDO JOES – TIME TO TALK						
	Romeo Resilience	Eddie Empathy	Sophie Self awareness	Positive Parveen	Elliot Excellence	Charlie Communication	Tanisha Teamwork
Computing (EAD)	<p>Phonics Games on IWB</p> <p>Phonics Bug and introduction to E book</p> <p><i>To use a variety of software to complete a simple task</i></p> <p><i>To use ICT to complete tasks to support learning e.g phonics activities</i></p>	<p>Self Portraits / My family</p> <p>Phonics Games</p> <p>Maths Games</p> <p><i>To use directional language</i></p> <p><i>To use programmable toys to create a simple programme through exploration (beebots)</i></p> <p><i>To understand that information can be retrieved from the internet</i></p> <p><i>To use a variety of software to complete a simple task</i></p> <p><i>To use ICT to complete tasks to support learning e.g phonics activities</i></p>	<p>Rangoli Patterns</p> <p>Phonics Games</p> <p>Maths Games</p> <p><i>To explore devices such as torches and calculators to see how they work</i></p> <p><i>To use a variety of software to complete a simple task</i></p> <p><i>To use ICT to complete tasks to support learning e.g phonics activities</i></p>	<p>E books</p> <p>Beebots – maps</p> <p>Phonics Games</p> <p>Maths Games</p> <p><i>To use directional language</i></p> <p><i>To use programmable toys to create a simple programme through exploration (beebots)</i></p> <p><i>To know some ways to remain safe when using the internet and tablets</i></p>	<p>Inaturalist app – identification</p> <p>IPADS – photo recording</p> <p>Using microscope and webcams to observe bugs and hatching</p> <p>Phonics Games</p> <p>Maths Games</p> <p><i>To explore devices such as torches and calculators (microscopes) to see how they work</i></p> <p><i>To use a variety of software to complete a simple task</i></p> <p><i>To use ICT to complete tasks to support learning e.g phonics activities</i></p>	<p>IPADS – photo recording</p> <p>Phonics Games</p> <p>Maths Games</p> <p><i>To use a variety of software to complete a simple task</i></p> <p><i>To use ICT to complete tasks to support learning e.g phonics activities</i></p>	

