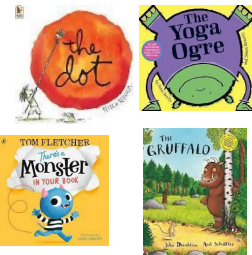




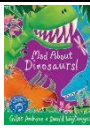

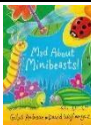



Topics	What a Wonderful World	To Infinity and Beyond	Prehistoric Predators	Awesome Authors	Down in the Garden	We are all Heroes
Fiction books				 <p>Peter Bently – Healthy life Peter Reynolds – creativity Tom Fletcher – humour Julia Donaldson – Maps/Rhymes</p>		
Curiosity Cube	<p>Feelings - colour monster with jars in different colours Chinese food Chinese moon festival Autumn leaves, animals and lights Autumn vegetables passport, flags etc</p>	<p>planets, space items - Neil Armstrong Photos or artefacts from bonfire night/ Guy Fawkes old picture of e.g. a man from the war, poppy, medal, winter scene/Christmas nativity scene</p>	<p>Dinosaur egg about to hatch Chinese new year old items - e.g. brass kettles, ornament</p>	<p>Mothers day Easter display tomb, rock, garden healthy food exercise choices creativity maps</p>	<p>plants/flowers/bulbs/seeds Insects - e.g. bees with honey and how its made musical instruments St George's day display</p>	<p>Three pigs houses built with different materials beach - shells, sunglasses, bucket and spade Supertato - captured veggies clocks for Eliot midnight superhero Fathers day Real life superhero objects</p>
Non-Fiction books						

<p>Poetry</p>	 <p>Ongoing poetry about different countries and cultures</p>	 <p>Ongoing poetry about transport and vehicles</p>	 <p>Ongoing poetry about dinosaurs</p>	 <p>Ongoing poetry about stories and by different well-known authors</p>	 <p>Ongoing poetry about minibeasts, gardens etc</p>	 <p>Ongoing poetry about superheroes</p>
<p>PSE</p>	<p>Think Equal:</p> <ul style="list-style-type: none"> -Understand the concepts 'same' and 'different' -Celebrate similarities and differences -Demonstrate self-confidence -Demonstrate strategies for managing feelings and understanding feelings will come and go. (Weeks 1-4) 	<p>Think Equal:</p> <ul style="list-style-type: none"> -Name different emotions -Link emotions to feelings inside the body. -Demonstrate an understanding that small acts of kindness can inspire other acts of kindness. -Name at least 5 different emotions -Name their 5 senses -Describe what it feels like in their bodies when they have a lot of energy -Recognise that boys and girls should both express their feelings and can do the same things. -Take the perspective of someone else. (Weeks 5-10) 	<p>Think Equal:</p> <ul style="list-style-type: none"> -Experience empathy -Show a sense of responsibility for the environment -Recognise and name different feelings -Recall strategies to help them have control over their own feelings -Demonstrate confidence in themselves and their unique talents -Show empathy toward others who have different ideas/interests (Weeks 10-15) 	<p>Think Equal:</p> <ul style="list-style-type: none"> -Express empathy for others -Show compassion for all creatures - animals and humans. -Understand that different families often share similarities but are also different in many ways -Identify things that make their family unique -Demonstrate an understanding of compassion for those less fortunate than them -See things from a different perspective -Demonstrate critical thought -Begin to understand justice on a basic level -Understand that they can speak out when they see something unfair 	<p>Think Equal:</p> <ul style="list-style-type: none"> -Identify unpleasant emotions -Practise calming strategies -Recognise various emotions and demonstrate various ways these emotions can be displayed -Understand that we all have a brain and name three things a brain can do -Understand that 1 person can make a positive difference -Understand that neurons create pathways in the brain -Understand that the brain is growing and can always become stronger (Weeks 20-25) 	<p>Think Equal:</p> <ul style="list-style-type: none"> -Name 1 way they will practise peace -Continue to name and identify emotions in themselves and others -Describe the difference between what it feels like to be lonely/left out and what it feels like to be included -Name strategies they can use to help others feel included -Set a long-term goal - Understand that gender doesn't affect one's dreams -Discuss diversity in skin colours positively -Express that people's skin is different shades of brown. -Practise strategies for peaceful conflict resolution based on empathising with

				(Weeks 15-20)		<p>others and conversation -Show perspective-taking skills (weeks 25-30)</p> <p><u>ELG – Self-Regulation</u> Be able to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Be able to set and work towards simple goals, and be able to wait for what they want and control their immediate impulses when appropriate. Be able to give focused attention to what their educator says, respond appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing Self</u> Be able to be confident to try new activities and show independence, resilience, and perseverance in the face of challenges. Be able to explain the reasons for rules, know right from wrong and try to behave accordingly. Be able to manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p><u>Building Relationships</u></p>
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						<p>Be able to work and play fairly and take turns with others.</p> <p>Be able to create positive attachments to adults and build friendships with peers.</p> <p>Be able to show sensitivity to their own and to other people's needs.</p>
CAL	<p><u>WellComm Screen 1</u></p> <p>-WellComm interventions completed 3X a week</p> <p><u>Talk time</u></p> <p>-Understand how to listen carefully and why listening is important.</p> <p>-Learn new vocabulary</p> <p>-Use new vocabulary through the day.</p> <p>-Ask questions to find out more and to check they understand what has been said to them.</p> <p>-Articulate their ideas and thoughts in well-formed sentences.</p> <p>-Develop social phrases.</p> <p>-Engage in storytimes.</p> <p>-Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>-Learn rhymes, poems and songs.</p>	<p>-WellComm interventions completed 3X a week</p> <p><u>Talk time</u></p> <p>-Learn new vocabulary</p> <p>-Use new vocabulary through the day.</p> <p>-Ask questions to find out more and to check they understand what has been said to them.</p> <p>-Articulate their ideas and thoughts in well-formed sentences</p> <p>-Describe events in some detail.</p> <p>-Develop social phrases.</p> <p>-Engage in storytimes.</p> <p>-Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>-Engage in non-fiction books.</p>	<p><u>WellComm Screen 2</u></p> <p>-WellComm interventions completed 3X a week</p> <p><u>Talk time</u></p> <p>-Learn new vocabulary</p> <p>-Use new vocabulary through the day.</p> <p>-Ask questions to find out more and to check they understand what has been said to them.</p> <p>-Articulate their ideas and thoughts in well-formed sentences</p> <p>-Describe events in some detail.</p> <p>-Connect one idea or action to another using a range of connectives.</p> <p>-Listen to and talk about stories to build familiarity and understanding.</p> <p>-Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>-WellComm interventions completed 3X a week</p> <p><u>Talk time</u></p> <p>-Learn new vocabulary</p> <p>-Use new vocabulary in different contexts.</p> <p>-Ask questions to find out more and to check they understand what has been said to them.</p> <p>-Articulate their ideas and thoughts in well-formed sentences</p> <p>-Describe events in some detail.</p> <p>-Connect one idea or action to another using a range of connectives.</p> <p>-Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>-Listen to and talk about stories to build</p>	<p>-WellComm interventions completed 3X a week</p> <p><u>Talk time</u></p> <p>-Learn new vocabulary</p> <p>-Use new vocabulary in different contexts.</p> <p>-Ask questions to find out more and to check they understand what has been said to them.</p> <p>-Articulate their ideas and thoughts in well-formed sentences</p> <p>-Describe events in some detail.</p> <p>-Connect one idea or action to another using a range of connectives.</p> <p>-Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>-Listen to and talk about stories to build</p>	<p><u>WellComm Screen 3</u></p> <p>-WellComm interventions completed 3X a week</p> <p><u>Talk time</u></p> <p>-Learn new vocabulary</p> <p>-Use new vocabulary in different contexts.</p> <p>-Ask questions to find out more and to check they understand what has been said to them.</p> <p>-Articulate their ideas and thoughts in well-formed sentences</p> <p>-Describe events in some detail.</p> <p>-Connect one idea or action to another using a range of connectives.</p> <p>-Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>-Listen to and talk about stories to build</p>

	<p>-Engage in non-fiction books.</p>		<p>-Engage in non-fiction books.</p>	<p>familiarity and understanding. -Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. -Learn rhymes, poems and songs. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>familiarity and understanding. -Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. -Learn rhymes, poems and songs. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>familiarity and understanding. -Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. -Learn rhymes, poems and songs. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <u>ELG - Listening, Attention and Understanding</u> Be able to hold conversations when engaged in back-and-forth exchanges with their peers and educators. Be able to make comments about what they have heard and ask questions to clarify their understanding. Be able to listen attentively and respond to what they hear with relevant comments, questions, and actions when being read to and during large group discussions and small group interactions. <u>Speaking</u> Be able to participate in small or large group or one-to-one discussions and be able to offer their own ideas using newly learnt vocabulary.</p>
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						<p>Be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Be able to express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their educator.</p>
Vocabulary	<p>Map Earth Globe Navigate World Country Family</p>	<p>Vehicle Transport The Past The present The Future Environment Parliament</p>	<p>Dinosaur Fossil Palaeontologist Extinct Volcano Carnivore Herbivore</p>	<p>Healthy creativity perseverance gallery signature experiment humour emotion imagination adjectives author feast creature cunning</p>	<p>Grow Seed Root Germination Stem Leaves Habitat living things St George knight union jack armour fierce minibeast hotel nutrients insect Torah Qu’ran special believer Muslim</p>	<p>Courageous Peril Heroes Crime Paramedic Police Fire fighter</p>

<p>PD</p>	<p>Gross Motor/PE: Fundamental movements Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, coordination and agility.</p> <p>Fine Motor: -Draws lines and circles.</p>	<p>Gross Motor/PE: RISE dance Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions. Describe how body feels when still and when exercising Can move in time to a simple beat Copy and repeat actions Experiments with different ways to move Change the speed of their movements Can create shapes/movements at different levels Remember and perform a short dance sequence Talk about what has been done in class.</p> <p>Fine Motor:</p>	<p>Gross Motor/PE: Key PE - Gymnastics Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency.</p> <p>Fine Motor: -Write from left to right and top to bottom. -Form more recognisable letters. -Focus on modelling and using the tripod finger grasp when writing, painting, chalking etc. -Able to retrace vertical lines, work on improving anticlockwise movements. -When writing words children are learning to control their letter size.</p>	<p>Gross Motor/PE: Teddy Tennis Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Show an awareness of space and distance when sending/receiving with a partner. Work cooperatively and share/take turns with others.</p> <p>Fine Motor: -Holds a pencil effectively to form recognisable letters (all lowercase letters). -Is forming clear ascenders and descenders. -Focus on a tripod pencil grip, position on paper, writing from left to right when writing.</p>	<p>Gross Motor/PE: Teddy Tennis Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Show an awareness of space and distance when sending/receiving with a partner. Work cooperatively and share/take turns with others.</p> <p>Fine Motor: -Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. -Can include spaces between words.</p>	<p>Gross Motor/PE: Key PE – games and teamwork Travel with speed avoiding contact with other children. Use a variety of equipment to travel. Negotiate space avoiding equipment and obstacles. Recognise when to travel slow or fast in tight or large areas. Show an awareness of space and distance when sending/receiving with a partner. Work cooperatively and share/take turns with others.</p> <p><u>ELG</u> -Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping,</p>
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	<p>-Can write some recognisable letters from name.</p>	<p>-Form letters from their name correctly. -Focus on modelling comfortable pen grip. -Beginning to form other recognisable letters from Set 1 sounds: will be learning the correct route when writing using a RWI handwriting phrase.</p>		<p>-Focus on anticlockwise movements</p>		<p>dancing, hopping, skipping and climbing. Fine Motor: -Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. -Use finger spaces between their words independently. <u>ELG</u> -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. -Use a range of small tools, including scissors, paintbrushes and cutlery. -Begin to show accuracy and care when drawing</p>
Drawing Club	<p>2. Not now Bernard 3. Billy Goats Gruff 4. Wacky Races 5. The Hairy Toe 6. The Little Red Hen 7. Mr Benn</p>	<p>1. Room on the broom 2. The magic porridge pot 3. Roadrunner 4. We’re going on a bear hunt 5. Little Red Riding Hood</p>	<p>1. Chicken Licken 2. Pink Panther 3. Penguin 4. Goldilocks and the Three bears 5. Trap Door 6. What’s in the Witch’s kitchen</p>	<p>1. The Gingerbread man 2. Batfink 3. Where the wild things are 4. The Three little pigs 5. The magic roundabout</p>	<p>1. A dark, dark, tale 2. Jack and the Beanstalk 3. Wilo the wisp 4. Je m’habille et... je te croque 5. White Hen and the Fox</p>	<p>1. Captain Pugwash 2. Would you rather? 3. The Enormous turnip 4. Heman 5. Farmer Duck 6. Hansel and Gretel</p>

		<p>6. Popeye 7. Father Christmas needs a wee</p>				
Literacy	<p>-Writing own names by either copying it from a name card or from memory. -Hearing, saying and writing initial sounds. -Uses talk to link ideas to their marks / drawings.</p> <p><u>Writing Genres</u> Name Ingredients List Labelling family members</p>	<p>-Writing CVC words using phonic sounds that have been taught. -Begin to write short phrases with support. (2-3 words) -Know there is a sound/symbol relationship.</p> <p><u>Writing Genres</u> Writing Xmas cards Write a letter to ABC asking if we can visit. Christmas lists</p>	<p>-Can orally compose a short caption and hold it in memory before attempting to write it (with support). -Can write a dictated sentence with sounds that they have been taught. -Can spell to write VC and CVC words independently using taught set 1 sounds.</p> <p><u>Writing Genres</u> Speech bubbles Captions Labels</p>	<p>-Write some High Frequency words e.g., the, to, said, go, I, she, he, etc independently. -Can orally compose a short caption and hold it in memory before attempting to write it (with support).</p> <p><u>Writing Genres</u> Write labels - on map, gallery work, Easter story Write instructions - on maps, for exercise session (with support)</p>	<p>-Read and write simple sentences including words with double consonants (CVCC and CCVC words) -Developing the ability to write captions and short sentences independently. -Can read writing back to themselves. -Make phonetically plausible attempts when writing more complex unknown words.</p> <p><u>Writing Genres</u> Labelling plant short captions Lists</p>	<p>-Write short sentences with words with known letter-sound correspondences. -Begin to use a capital letter and full stop. -Be aware of different text forms for different purposes (e.g., lists, simple stories, instructions). -Read their own sentences and so can teachers.</p> <p><u>Writing Genres</u> Write invite to graduation Comic strip Speech bubbles <u>ELG Writing</u> -Write recognisable letters, most of which are correctly formed. -Spell words by identifying sounds in them and representing the sounds with a letter or letters. -Write simple phrases and sentences that can be read by others. <u>ELG Comprehension</u> Be able to demonstrate an understanding of what has been read to them by retelling stories and</p>

						narratives using their own words and recently introduced vocabulary. Be able to anticipate, where appropriate, such as key events in stories. Be able to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Phonics	Read Write Inc: Teach set 1 sounds Orally blend and segment CVC words.	Read Write Inc: Recognise set 1 sounds. Blending using Phonics Green Word cards: Wrd Time 1.1 to 1.4	Read Write Inc: Teach to read Set 1 special friends sh,ch,th,ng,nk,qu,ck, Read words with set 1 sounds and special friends Read short ditties.	Read Write Inc: Read Red story books. Review Set 1 Sounds (reading only) Read 4/5 sound words Read 3/4 sound nonsense words	Read Write Inc: Read green storybooks Teach to read Set 2 Sounds and words with these sounds in Read Set 1 Phonics Green Words and build speed with nonsense words	Read Write Inc: Read green or purple story books. Teach to read Set 2 Sounds and words with these sounds in Read Set 1 Phonics Green Words and build speed with nonsense words <u>ELG Word Recognition</u> -Say a sound for each letter in the alphabet and at least 10 digraphs. -Read words consistent with their phonic knowledge by sound-blending. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Maths	<u>White Rose</u> Getting to know you Match, sort and Compare Talk about measure and patterns		<u>White Rose</u> Alive in Five Mass and Capacity Growing 6,7,8		<u>White Rose</u> To 20 and Beyond How many now? Manipulate, compose and decompose	

	<p>It's me, 1, 2, 3</p> <p>Circles and Triangles</p> <p>1,2,3,4,5</p> <p>Shapes with 4 sides</p> <p>(See EYFS MTP for small steps)</p>	<p>Length, Height and time</p> <p>Building 9 and 10</p> <p>Exploring 3D shapes</p> <p>(See EYFS MTP for small steps)</p>	<p>Sharing and grouping</p> <p>Visualise, Build and Map</p> <p>Make Connections</p> <p>(See EYFS MTP for small steps)</p> <p><u>ELG – Number</u> Children should have a deep understanding of numbers up to 10, including the composition of each number. Being able to subitise; recognising quantities without counting up to 5. Be able to automatically recall without reference to rhymes, counting or other aids. Understand number bonds up to 5, including subtraction facts and some number bonds to 10, including double facts.</p> <p><u>ELG - Numerical Patterns</u> Be able to verbally count beyond 20, recognising the pattern of the counting system. Be able to compare quantities of up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity. Be able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
	<p><u>Key Books</u></p> <ul style="list-style-type: none"> -Seaweed Soup by Stuart J. Murphy -Beep Beep, Vroom Vroom! by Stuart J. Murphy -Where's My Teddy? by Jez Alborough -We're Going on a Bear Hunt by Michael Rosen -Anno's Counting Book by Mitsumasa Anno -Goldilocks and the 3 Bears -Triangle by Mac Barnett and Jon Klassen -Rosie's Walk by Pat Hutchins -Pete the Cat and his Four Groovy Buttons by Eric Litwin -Kipper's Birthday by Mick Inkpen -Square by Mac Barnett and Jon Klassen 	<p><u>Key Books</u></p> <ul style="list-style-type: none"> Room on a Broom – Julia Donaldson Handa's Surprise - Eileen Browne Six Dinner Sid – Inga Moore Jasper's Beanstalk – Nick Butterworth 10 Black Dots – Donald Crews Naughty Bus - Jan Oke Five Minutes' Peace by Jill Murphy 	<p><u>Key Books</u></p> <ul style="list-style-type: none"> The Gingerbread Man 20 Big Trucks in the Middle of the Street - Mark Lee Mr Gumpy's Outing by John Burningham Jack and the Flumflum Tree by Julia Donaldson Rosie's Walk by Pat Hutchins What the Ladybird Heard by Julia Donaldson We're Going on a Bear Hunt by Michael Rosen Little Red Riding Hood

UTW	<p>-Talking and learning about our families and cultures</p> <p>-Name and describe people who are familiar to them</p> <p>-Recognise some similarities and differences between life in this country and life in other countries.</p> <p>-Recognise some environments that are different from the one in which they live.</p>	<p>-Comment on images of familiar situations in the past.</p> <p>-Compare and contrast characters from stories ,including figures from the past:</p> <p>-Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>-Comment on images of familiar situations in the past</p> <p>-Looking at artefacts from the past,</p> <p>-Compare and contrast characters from stories, including figures from the past:</p> <p>-Discuss nature and the cycle of life. (PSE - Think Equal)</p> <p>-Show a sense of responsibility for the environment (PSE Think Equal)</p> <p>-Understand the interconnectedness of all living things (PSE Think Equal)</p>	<p>-Draw information from simple maps and draw your own maps</p> <p>-Recognise that people have different beliefs and celebrate special times in different ways. Show compassion for all creatures - animals and humans.(PSE Think Equal)</p>	<p>-Explore the natural world around them.</p> <p>-Describe what they see, hear and feel whilst outside</p> <p>-Draw information from simple maps</p> <p>-Understand that some places are special to members of their community</p> <p>Compare and contrast characters from stories, including figures from the past. Understand that all creatures are important and can be cared for in safe ways (PSE Think Equal)</p> <p>Recognise the importance of trees (PSE Think Equal)</p>	<p>-Talking and learning about our families and cultures</p> <p>Demonstrate a sense of responsibility towards the environment (PSE Think Equal)</p> <p>Tell 1 way they will help to care for earth(PSE Think Equal)</p> <p><u>ELG - Past and Present</u></p> <p>Be able to talk about the lives of the people around them and their roles in society.</p> <p>Be able to know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Be able to understand the past through settings, characters, and events encountered in books read in class and encountered in storytelling.</p> <p><u>ELG - People, Cultures and Communities</u></p> <p>Be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</p> <p>Be able to know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been explored in class.</p>
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						<p>Be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p> <p><u>The Natural World</u></p> <p>Be able to explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Be able to know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Be able to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Adopt a tree	<p>-Explore the natural world around them.</p> <p>-Understand the effect of changing seasons on the natural world around them.</p> <p>Autumn tree– discuss changes and appearance.</p>		<p>-Explore the natural world around them.</p> <p>-Understand the effect of changing seasons on the natural world around them.</p> <p>Spring tree – discuss changes and appearance.</p>		<p>-Explore the natural world around them.</p> <p>-Understand the effect of changing seasons on the natural world around them.</p> <p>Summer tree – discuss changes and appearance.</p>	
Computing	<p>-Operate digital equipment for photos</p> <p>-Use technology and digital content to play and learn (google earth)</p> <p>-Find information out whilst using a basic search</p>	<p>-Operate digital equipment for photos</p> <p>-Use technology and digital content to play and learn</p> <p>-Find information out whilst using a basic search</p>	<p>-Operate digital equipment for photos</p> <p>-Use technology and digital content to play and learn</p> <p>-Find information out whilst using a basic search</p>	<p>-Operate digital equipment for photos</p> <p>-Use technology and digital content to play and learn</p> <p>-Find information out whilst using a basic search</p>	<p>-Operate digital equipment for photos</p> <p>-Use technology and digital content to play and learn</p> <p>-Find information out whilst using a basic search</p> <p>-To draw a set of simple instructions for BeeBot</p>	<p>-Operate digital equipment for photos</p> <p>-Use technology and digital content to play and learn</p> <p>-Find information out whilst using a basic search</p> <p>-Use Ipad to communicate through text, images and</p>

		<ul style="list-style-type: none"> -To give and follow simple instructions in order -To create a short sequence of instructions. -To make a programmable toy move. 			<ul style="list-style-type: none"> -To make changes to instructions and predict how the outcome will change. -Plan a set of instructions for a programmable toy make it move. -Correct mistakes if instructions are incorrect -Talk about how their instructions could be improved 	sounds (Comic strip app)
	<p style="text-align: center;">Online Safety</p> <ul style="list-style-type: none"> -Always ask permission before going online -Seek support when they are unsure about digital content -Be careful using computers and devices. <p style="text-align: center;">-Talk about the time they spend using computers and devices and the content they view/use.</p>					
RE	RESPECT Unit F4 being special – Where do we belong?	PEACE Unit F2 Why is Christmas special for Christians?	LOVE Unit F6 What times/stories are special? And why?	FORGIVENESS Unit F3 Why is Easter special to Christians?	HONESTY Unit F5 What places are special? And why?	HOPE Unit F1 Why is the word God so important to Christians?
Wiggle	42 transition starting school, 43 settling into school, 1 Prayer 1 28 Harvest 2 prayer 2 3 prayer 3 4 Do not worry. 5 love thy neighbour.	30 remembrance Sunday, 7 Jesus light of the world 8 God loves our praise. 31-34 Christmas My Lighthouse	35 Epiphany 19 loaves and fishes 20 compassion 2 21 compassion 3 25 Lost sheep 26 Lost coin Love – Answers VBS	27 The loving Father 38-40 Lent 1, 2 ,3 and 41 Easter Feels good Rend Co. kids. Weeks 4 and 5 It's a happy day – Yancy and Little Praise party	(extras) After the tomb 1. After the tomb 2. 11 King of me 1 12 King of me 2 13 King of me 3 14 Creation King of me	22,23,24 – Noah 1,2,3 36 Joseph 1 37 Joseph 2 6. Trust/hope Hope – allstars kids

	Thankful-Lifetree kids					
Weekly worship	<p>RESPECT</p> <p>W2: creation W3: Adam and Eve W4: Noah W5: Tower of Babel W6: Abraham & Sarah W7: Joseph</p>	<p>PEACE</p> <p>W1: Baby Moses W2: David & Goliath W3: Jonah & the Whale W4: Angel appearing to Mary W5: Journey to Bethlehem W6: A baby is born W7: the Kings</p>	<p>LOVE</p> <p>W1: Jesus the boy in the temple W2: Through the roof W3: Calm in the storm W4: Healing of the girl W5: Feeding the five thousand W6: Jesus & the Lepers</p>	<p>FORGIVENESS</p> <p>W1: Lent W2: The lost sheep W3: The good samaritan W4: Palm Sunday W5: Death and Resurrection</p>	<p>HONESTY</p> <p>W1: Jesus visits his disciples W2: Jesus goes to heaven W3: The holy spirit comes W4: Zaccheus W5: Ananias & Sapphira</p>	<p>HOPE</p> <p>W1: Jesus walks on water W2: The lost coin W3: Jesus heals a blind man W4: The wise man and the foolish man W5: The prodigal son W6: Who gave the most? W7: Jesus loves the children</p>
EAD	<p>-Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>-Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>-Develop storylines in their pretend play</p>	<p>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Explore colour and colour mixing.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their</p>	<p>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Develop storylines in their pretend play.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>-Develop storylines in their pretend play</p> <p>-Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Watch and talk about dance and performance art,</p>	<p>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>-Explore and engage in music making and dance, performing solo or in grps</p> <p>Provide a wide range of props for play which encourage imagination.</p> <p>Suggestions: different lengths and styles of fabric can become capes, the roof of a</p>	<p>-Create collaboratively, sharing ideas, resources and skills.</p> <p>-Develop storylines in their pretend play</p> <p>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><u>ELG - Art and Design - Creating With Materials</u></p> <p>Be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p>

		<p>own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>Explore and engage in music making and dance, performing solo or in grps</p> <p>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>-Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>		<p>expressing their feelings and responses</p> <p>Develop storylines in their pretend play.</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children’s responses to what they see.</p>	<p>small den, a picnic rug or an invisibility cloak.</p> <p>Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.</p>	<p>Be able to share their creations, and be able to explain the process they have used.</p> <p>Be able to make use of props and materials when role-playing characters in narratives and stories.</p> <p><u>ELG - Being Imaginative and Expressive</u></p> <p>Be able to invent, adapt, and recount narratives and stories with peers and their educators.</p> <p>Be able to sing a range of well-known nursery rhymes and songs.</p> <p>Be able to perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with the music.</p>
Cultural Capital	<p>-Walk to supermarket to look at and buy different food to taste.</p> <p>-Autumn walk</p> <p>-Parent reading workshop</p>	<p>-Pantomime</p> <p>-Nativity</p> <p>-Visit from FC</p> <p>-Walk to Post Office to post letters.</p>	<p>-Visit to Bolton Museum (dinosaur) – go on the bus.</p> <p>-Winter walk</p> <p>-Parent Wiggle Workshop</p>	<p>-Trip to Bolton Library – go on the bus.</p> <p>Trip to Hedgehogs - Woodland Adventures</p> <p>- outdoor forest school</p>	<p>-Walk to the community garden.</p> <p>-Walk around local area.</p> <p>-Visit a Mosque.</p> <p>-Planting</p>	<p>-Visits from real life superheroes – doctors, vets, police, paramedic.</p> <p>-Graduation</p>

	-Parent Wiggle workshop	-Visit ABC - Elderly home to sing Nativity songs.			-Parent Wiggle Workshop -Assembly for parents	
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