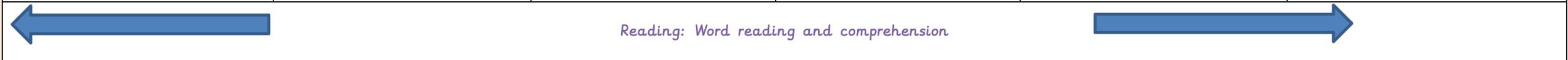


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Mindset Focus	Respect Resilience Responsibility					
Visitors in / Visits	Invite a vet into school	Invite a dentist into school Christmas Carol concert and Christmas Fayre Lyceum Pantomime Christmas performance	'Captain Orange'	RNLI visit into school	School Woodland Exploration-Mini beast hunt	Wentworth Garden Centre
School Events SMSC links	World Food day/harvest Dahlicious Day Parent Meetings Diwali	Children in Need Anti-bullying week Road Safety Week Christmas Celebration Parents evenings	National storytelling week Safer internet day Chinese New Year	World Book Day Red Nose Day Easter Celebrations Parents evenings National Science Week	Eid Summer Fayre	Sports Day Parents evenings Transition End of year party
Parental engagement	Breakfast morning Parents phonic meeting Stay and play session Parents Evening	Breakfast morning Parents maths meeting Christmas family creative session for children and parents (craft and games) Christmas production	Breakfast morning Parents invited into class each week for storytelling sessions with groups of children Parents invited in for competitive junk model pirate ship making Parents Evening	Breakfast morning	Breakfast morning Sunflower/broad bean maths mission between home and school	Breakfast morning Teddy Bear's Picnic Transition Informal parents evening Reports
Maths	<p style="text-align: center;">Number:</p> <p>Counting-counts objects that cannot be moved to 5, saying one number name for each object (1:1 correspondence). Number recognition/order-Recites numbers in order to 5. Matching numerals and quantity correctly 1-5. Finds one/two more/less than a numeral to 5. Number bonds within 5.</p> <p style="text-align: center;">Shape, Space and Measure:</p> <p>Pattern- recognise pattern in the environment. Size-use mathematical language to distinguish and order small, medium and large objects. Measures-order two/three objects by weight and length.</p>		<p style="text-align: center;">Number:</p> <p>Counting-counts objects that cannot be moved to 10, saying one number name for each object (1:1 correspondence). Number recognition/order-Recites numbers in order to 10. Matching numerals and quantity correctly 1-10. Finds one/two more/less than a numeral to 10. Number bonds within 10.</p> <p style="text-align: center;">Shape, Space and Measure:</p> <p>Shape- name and describe 2D shapes-circle, triangle, square, rectangle, pentagon, hexagon, star, oval. Shape- name and describe 3D shapes-sphere, cylinder, cube, cuboid, cone, pyramid. Compare properties of 2D and 3D shapes. Positional language.</p>		<p style="text-align: center;">Number:</p> <p>Counting beyond 10 (recognising teen numbers). Calculating (adding and subtracting)- add and subtract two single digit numbers, counting on and back to find the total. Recording written number sentences e.g. 5+4=9. Double and halve numbers 1-10 and know the relationship between doubling and halving. Solve number problems. Recognise and order numbers to 20, identifying one more or one less. Begin to count in 2's and 10's.</p> <p style="text-align: center;">Shape, Space and Measure:</p> <p>Money- Name coins and begin to understand their value. Use everyday language related to time. Measures-order two/three objects by capacity.</p>	
	 <p style="text-align: center;">Number Sense and Fluency Range of problem solving and reasoning activities</p> 					
Literacy	<p style="text-align: center;">Class Books:</p> <p>Rosie's first day at school Bobbo goes to school Come to school too blue kangaroo Can't, Shan't, Won't Harry and the bucketful of dinosaurs The Gruffalo Stick man Going on a bear hunt Walking through the jungle Tiger who came to tea The lion who wanted to love Handa's Surprise Selfish Crocodile</p> <p>Non-fiction: Rainforests and animals, celebrations, people who help us (vets, dentist, fire fighters)</p>		<p style="text-align: center;">Class Books:</p> <p>The Pirates Next Door The Night Pirates Billy's Bucket Rainbow Fish There's a shark in the bath Sharing a shell Commotion in ocean Jack and the Flumflum tree Mr Seahorse Ruth Galloway books The Singing Mermaid</p> <p>Non-fiction: Ocean, Arctic, polar/sea animals</p>		<p style="text-align: center;">Class Books:</p> <p>The very hungry caterpillar The crunching munching caterpillar The lazy ladybird Agghh spider The Very Greedy Bee The very lazy ladybird The very busy spider Superworm Jasper's Beanstalk Mad about minibests Titch</p> <p>Non-fiction: Plants and growing, mini-beasts, environments</p>	

	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Showing an interest in books, environmental print -Phonics (phase 1 and 2) developing segmenting and blending skills. Also looking at grapheme/phoneme correspondence - Exploring stories and identifying favourites and sharing opinions <p>Phonics:</p> <p>Phase 1 and Beginning Phase 2</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> - Giving meaning to marks and beginning to apply phonic skills - Writes name, captions and labels <p>Writing Genres:</p> <p>Name writing Initial sounds/CVC words Lists Maps Labelling Rhyme Speech bubbles</p>	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Continues a rhyming string - Hears initial sounds - Can segment and blend with growing accuracy - Joins in repeated refrains - Describes main events, characters and facts <p>Phonics:</p> <p>Phase 2 and consolidation of blending and segmenting skills</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> - Beginning to write simple sentences - Beginning to use and apply phonic skills - Uses recognisable letters <p>Writing Genres:</p> <p>CVC words Posters Descriptions Lists Speech bubbles</p>	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Can blend accurately - Links sounds to letters for more than half of the alphabet - Beginning to understand simple sentences <p>Phonics:</p> <p>Embed Phase 2 and beginning Phase 3</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> - Writing high frequency words independently and with growing accuracy -Attempts to write meaningful sentences which can be read by themselves and others - Can segment accurately <p>Writing Genres:</p> <p>Storytelling Non-fiction Compare and contrast Maps/lists</p>	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Reads and understands sentences when reading (age appropriate) <p>Phonics:</p> <p>Phase 3</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> - Writes phonetically plausible words within sentences - Some words are spelt correctly and others are phonetically plausible - Can check their own work with growing independence and accuracy <p>Writing Genres:</p> <p>Storytelling Non-fiction Descriptions Letters/messages in bottles</p>	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Can answer questions to demonstrate understanding when reading - Able to respond to shared experiences within their reading - Participates actively; offering and explaining their understanding <p>Phonics:</p> <p>Phase 3 and consolidation of blending and segmenting skills. Beginning phase 4.</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> - Growing independence to apply text features more independently and write for a given audience - Able to respond to shared experiences and reading within their writing <p>Writing Genres:</p> <p>Instruction Story maps Non-fiction Compare and contrast</p>	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Can describe the main events in the simple stories they have read. Read simple sentences containing taught phonemes and sight words independently with increasing confidence and fluency. <p>Phonics:</p> <p>Phase 4</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> - Writes irregular words accurately - Writes words which match their spoken sounds - Words are spelt correctly/phonetically plausible - Uses key features of narrative in their writing. <p>Writing Genres:</p> <p>Recipes Storytelling Character descriptions Reports Story sequencing</p>
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<p>Communication and Language</p>	<ul style="list-style-type: none"> - Rhyming and alliteration activities - Word sorting - Developing vocabulary and speaking in sentences - Answering 'How?' and 'Why?' questions - Sounds and letters - Sequencing and ordering -Listening and responding to stories 	<ul style="list-style-type: none"> - Listening and responding to stories with increased attention and recall - Responding to instructions (including those with 2part sequences) - Beginning to use more complex sentences - Links statements and sticks to the main theme - Listens and responds to others in conversation and shared discussion 	<ul style="list-style-type: none"> - Able to follow stories without pictures or props - Uses language well to imagine and re-create roles - Asking 'How?' and 'Why?' questions - Maintains attention and concentrates -Expresses themselves effectively 	<ul style="list-style-type: none"> - Uses past, present and future tense correctly when talking about events -Develops narratives connecting ideas - Carries out instructions which contain several parts in a sequence. 	<ul style="list-style-type: none"> - Can listen to instructions and follow them accurately, asking for clarification if necessary. - Listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group - After listening to stories children can express views about events or characters in the story and answer questions about why things happened 	<ul style="list-style-type: none"> - Aware of audience when speaking and amending language and gestures accordingly - Can recount experiences and imagine possibilities -Uses a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.
<p>Personal, Social and Emotional</p>	<ul style="list-style-type: none"> - Playing alongside/ with others - Sharing and turn taking - Expressing feelings and beginning to recognise others' emotions/feelings -Participating in shared activities with peers 	<ul style="list-style-type: none"> - Playing with and seeking others to share experiences - Keeps play going by responding to peers - Becoming more confident and out-going - More aware of their own and other's feelings - Knows when they want help and asks for it 	<ul style="list-style-type: none"> - Initiates play and conversation - More confident to talk with others; sharing opinions and ideas - Can adapt behaviour to different situations - Forming good relationships with adults and peers alike - Explains their own knowledge and understanding - Can identify what they are good at and things they don't find quite as easy 	<ul style="list-style-type: none"> - Plays cooperatively - Shows sensitivity towards others - Developed understanding of how their own actions can hurt others - Forms positive relationships - Takes steps to resolve conflict - Describes themselves positively - Can talk about their own and others' feelings 	<ul style="list-style-type: none"> - Works effectively as part of a team - Knows ways to manage their own feelings - Plays group games with rules - Understands someone else's point of view can be different from theirs - Resourceful in finding support when they need help or information 	<ul style="list-style-type: none"> - Can stop and think before acting and they can wait for things they want - Resolves minor disagreements through listening to each other to come up with a fair solution - Understands what bullying is and that this is unacceptable behaviour - Can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.

			- Confident to try new activities				
Physical Development	<p>Fundamentals (GS4PE)</p> <p>Children will develop their fundamental movement skills. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop fine and gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p> <p>Key Skills: Balancing, running, jumping, changing direction, hopping, travelling</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Collaboration 	<p>Dance (GS4PE)</p> <p>Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p> <p>Key Skills: Travel, action, perform, copy</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination 	<p>Games (GS4PE)</p> <p>Children will develop their understanding of playing games. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p> <p>Key Skills: Running, balancing, changing direction, striking a ball, throwing</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Coordination • Collaboration • Fairness 				
	<p>Introduction to PE (GS4PE)</p> <p>Children will be introduced to Physical Education. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping. Children will also play simple games and begin to understand and use rules.</p> <p>Key Skills: Moving safely, running, jumping, throwing, catching, following a path, rolling</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Fairness 	<p>Gymnastics (GS4PE)</p> <p>Children explore basic movements, creating shapes, balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p> <p>Key Skills: Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Collaboration 	<p>Ball Skills (GS4PE)</p> <p>Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner and will develop decision making and using simple tactics.</p> <p>Key Skills: Rolling a ball, stopping a rolling ball, throwing at a target, tracking a ball, bouncing a ball, dribbling a ball with feet, kicking a ball</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Coordination • Collaboration 	<p>Sports Day Practice</p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges.</p> <p>Key Skills: Running, throwing, catching, teamwork</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Fairness • Technique 			
Understanding the World (Geography)	<p>WEATHER observation ONGOING THROUGHOUT THE YEAR Barnaby Bear</p> <p>We will explore seasonal changes through stories</p>						
	<p>Places- School environment</p> <p>Observing/exploring new/familiar surroundings/environments</p> <p>Contrasting Environments</p> <p>We will be learning about our own immediate environment; Ecclesfield, asking questions about where we live. We will be comparing three environments; rainforest, savannah and Ecclesfield.</p> <p>(Geographical Association scheme links: Amazon adventure)</p> <p>40-60 Months: The World</p>	<p>Hot and Cold Places</p> <p>We will be learning about similarities and differences in relation to cold places and hot places; arctic and beach within our 'Commotion in the Ocean' theme. We will be identifying land and sea/ocean on a world map.</p> <p>Barnaby Bear in the Spring -</p> <ul style="list-style-type: none"> • Season of new life (plants and animal babies) • Spring weather and more hours of sunlight <ul style="list-style-type: none"> • Spring clothing • Leaves on trees (nature) - observe Japanese blossom 	<p>Barnaby Bear in the Summer -</p> <ul style="list-style-type: none"> • Longest hours of the sun's light • Plants and animals at their most active • Weather is usually warm and dry <ul style="list-style-type: none"> • Popular summer activities <ul style="list-style-type: none"> • Summer clothing <p>The Place Where I Live</p> <p>Places- Ecclesfield</p> <p>- Comments and asks questions about the place they live</p>				

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Look closely at similarities and differences between places.

Key concepts: place, physical geography, environment, animals
Strands: Location, Place, Physical

Spring special days include:

- Easter
- Holi

ELG: The World
 Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.

- Use their imagination and curiosity to develop their appreciation of, and wonder at the World in which they live

Concepts: place, environment, physical processes, animals
Strands: Location, Place, Physical, Human

Barnaby Bear in the Autumn-

Autumn Walk to investigate:

- Autumn- many plants and animals start preparing for Winter (finding shelter, migrating, storing food, hibernating)
- Autumn - crops are harvested
- In Autumn, the hours of daylight lessen
- Weather in autumn
- Autumn is a time of transition - leaves - observe Portland Maple trees
- Autumn clothing

Autumn special days include:

- Harvest Festival
- Halloween
- Bonfire Night

Barnaby Bear in the Winter-

- Coldest season- associated with snow and freezing temperatures
- Hours of daylight reach their minimum
- Hibernation and animals who camouflage in the snow
- Winter clothing
- No leaves on trees (nature)

Winter special days include:

- Christmas
- New Year

Concepts: place, environment, physical processes, animals
Strands: Location, Place, Physical, Human

Understanding the World (History)

Me and My World

Then and now growing up-How have I changed since I was a baby?

We will be exploring similarities and differences between people, families and communities. How are families different? Are we all the same?

We will talk about past and present special events in our own and family members' lives e.g. great/grandparents who lived during the war-link to Remembrance Day.

People Who help us: Fire and Rescue Service (Bonfire Night)
 We will observe how fire engines have changed over time.

We will explore seasonal change and what clothes we wear in autumn/winter.

Key concepts:
 Change and continuity, chronology, similarity and difference

Strands: Social history, Environmental, Cultural-Intellectual Developments, Political

Past and Present

What did we get for Christmas: What toys and games did my parents and grandparents used to play? What were toys made from in the past?

We will be exploring differences and similarities between ours and our grandparents/parents childhood e.g. toys, technology, transport, clothes.

We will talk about past and present special events in our own and family members' lives e.g. a day at the seaside in the 1950's and 2020.

We will explore seasonal change and what clothes we wear in spring/summer (link to seaside)

Key concepts:
 Change and continuity, chronology, similarity and difference

Strands: Social history, Environmental, Cultural-Intellectual Developments, Political

Changes - (Linked to Transition)

We will explore how we can think about the different ways they can find out about the past. It's an early introduction to thinking about historical sources.

How have we changed since starting school? What did we do in Autumn/Spring/Summer? Timeline of events.
 What are we looking forward to next year in Year 1?

Key concepts:
 Change and continuity, chronology, similarity and difference

Strands: Social history, Environmental, Cultural-Intellectual Developments, Political

<p>Understanding the World (Science)</p>	<p>Changes We will be learning about how our bodies have changed since being a baby and how we grow. -We are curious about how things change. -We ask questions about how things change. (Observe over time, pattern seeking)</p> <p>Animals We will be exploring the features of a variety of different animals and make observations of them, noticing similarities and differences. We will also explore the environment in which they live, thinking about how and why this may vary. (Observe over time, classification)</p> <p>Key concepts: Asking questions</p> <p>Enquiry Types:</p> <ul style="list-style-type: none"> • Observe over time • Pattern Seeking • Classification 	<p>Ice and Snow We will explore melting and freezing over time and find out how ice is formed and how/why it changes form. (Observe over time, pattern seeking)</p> <p>Sea Life Classification We will classify familiar sea creatures and sort them into categories identified by the children. (Classification)</p> <p>Floating and Sinking We will observe which objects float and sink. (Observe over time)</p> <p>Key concepts: Predicting Testing Asking questions</p> <p>Enquiry Types:</p> <ul style="list-style-type: none"> • Observe over time • Pattern Seeking • Classification 	<p>Plants and Growing We will be learning about how plants grow and what they need to grow. (Observe over time, pattern seeking)</p> <p>Cycles We will be exploring sequences through plant and minibeast life cycles. (Observe over time, pattern seeking, classification)</p> <p>Key concepts: Predicating Testing Asking questions Classifying</p> <p>Enquiry Types:</p> <ul style="list-style-type: none"> • Observe over time • Pattern Seeking • Classification
<p>Understanding the World (Technology and Online Safety)</p>	<p>Computing themes:</p> <p>We Control technology</p> <p>1a - What is a Computer? 1b - We Control Technology 1c - Tinkering: Bee-Bots</p>	<p>Computing themes:</p> <p>Communication Multimedia</p> <p>2a - Digital Art 2b - Sound & Music 2c - Photographs 2d - Films & Animation 2e - eBooks</p>	<p>Computing themes:</p> <p>Communication Data</p> <p>3a - Counting 3b - Sorting</p>
	<p>Online Safety lessons from Scheme of Work</p> <p>Online Safety Links: Online Safety & Digital Literacy Sleep (L1) - understand that screen time can affect sleep. Choosing what to do online (L2) - deciding on what is appropriate to watch and play online. Communicating online (S1) - how do they use technology to communicate? Feeling Safe (S2) - what to do if they see something they don't like. Personal Information (S3) - understand that some information is private, and shouldn't be shared.</p>	<p>Online Safety lessons from Scheme of Work</p> <p>Online Safety Links: Online Safety & Digital Literacy Feeling Safe (S2) - what to do if they see something they don't like. Personal Information (S3) - understand that some information is private, and shouldn't be shared Choosing what to do online (L2) - deciding on what is appropriate to watch, listen to and play online. Sleep (L1) - understand that screen time can affect sleep. Choosing what to do online (L2) - deciding on what is appropriate to watch and play online.</p> <p>Protecting Ourselves (PI) - online friends</p>	<p>Online Safety lessons from Scheme of Work</p> <p>Online Safety Links: Online Safety & Digital Literacy Feeling Safe (S2) - what to do if they see something they don't like. Personal Information (S3) - understand that some information is private, and shouldn't be shared.</p>

<p>Expressive Art</p>	<p>COLOUR: Painting/Collage/Drawing</p> <p>Research: We will be exploring colour. We will be looking at the artist Kandinsky.</p>  <p>Developing skills:</p> <ul style="list-style-type: none"> • Naming colours • Experimenting with and using primary colours • Mixing colours • Use a range of tools to make coloured marks on paper <ul style="list-style-type: none"> • Begin to use a variety of drawing tools • Investigate different lines <p>Applying skills:</p> <p>Powder Paints- Colour mixing Self Portraits - Drawing and Paint Bonfire pictures - Colour mixing Jungle Animal Masks - Collage</p> <p>Concepts: line, shape, colour</p>	<p>TEXTURE: Painting/Collage/Drawing/Printing</p> <p>Research: We will be exploring texture through a range of hands on experiences to explore different textures e.g. tree rubbings.</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Exploration of a range of surface textures inside and outside • Handling, manipulating and enjoying using materials <ul style="list-style-type: none"> • Simple collage • Simple weaving • Rubbings • Print with variety of objects • Print with block colours <p>Applying skills:</p> <p>Under the sea paintings/printings 2 step artwork - background and ship overlay</p> <p>Concepts: tone, texture, line, shape, colour, form</p>	<p>Painting/Collage/Drawing/Printing</p> <p>In the Summer term in EYFS, the staff create opportunities for the children to further practise and apply learnt skills, knowledge and understanding of art tools and techniques e.g. colour mixing, using line to draw and adding texture.</p> <p>Applying skills:</p> <p>Observational drawings of plants 3 step artwork - minibeast gardens - sky, grass, soil</p> <p>Concepts: tone, texture, line, shape, colour, form</p>
<p>Evaluation: Ongoing throughout the year linked to communication and language and characteristics of effective learning when exploring in provision and adult led activities. Staff use open ended questioning to extend children's work and support them in their evaluation of final products.</p>			
<p>Expressive Design</p>	<p>Materials and Tools</p> <p>To use and explore a variety of materials and tools safely.</p> <p><u>Developing skills (investigate and explore):</u></p> <ul style="list-style-type: none"> • Scissor skills • Media and materials in the creative area • Sellotape dispenser <p>• Joins construction pieces together to build and balance. • Properties of malleable materials e.g. play dough, messy play, clay</p> <p><u>Applying skills (designing and making):</u></p> <ul style="list-style-type: none"> • Snake craft (scissor skills - spiral) <ul style="list-style-type: none"> • Lion/Tiger masks • Crocodile collage • Clay Diva lamps (Diwali) • Cooking/baking e.g. jungle smoothies, crocodile soup <ul style="list-style-type: none"> • Realises tools can be used for a purpose. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. <p>Concepts: Design, Evaluate, Nutrition</p>	<p>Technique - combining media and materials</p> <p>To explore ways of joining materials in the most effective way to create 3D models.</p> <p><u>Developing skills (investigate and explore):</u></p> <ul style="list-style-type: none"> • Observe how materials are joined together • Experimenting joining materials together in different ways • Considering an object's surface, size and shape when choosing a method of joining • How to effectively use a range of joining techniques e.g. glue, sellotape, split pins, string etc <p><u>Applying skills (designing and making):</u></p> <ul style="list-style-type: none"> • Junk model pirate ships <ul style="list-style-type: none"> • Pirate puppets • 3D sea animal models • Cooking/baking e.g. pancakes, puff pastry sea snails • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. <p>Concepts: Design, Evaluate, Nutrition</p>	<p>Combining media and materials for a planned effect</p> <p><u>Developing skills (investigate and explore):</u></p> <p>In the Summer term in EYFS, the staff create opportunities for the children to use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.</p> <p><u>Applying skills (designing and making):</u></p> <ul style="list-style-type: none"> • Child-initiated - combining media and materials for a planned effect based on interests and experiences. <ul style="list-style-type: none"> • Junk model minibeasts • Hungry Caterpillar healthy plate • Cooking/baking e.g. minibeast biscuits • Creates simple representations of objects. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Concepts: Design, Evaluate, Nutrition</p>
<p>Evaluation: Ongoing throughout the year linked to communication and language and characteristics of effective learning when exploring in provision and adult led activities. Staff use open ended questioning to extend children's work and support them in their evaluation of their process and final products.</p>			

<p>Music</p>	<p align="center">Charanga: My Stories</p> <p>Children will: learn to sing songs, make music and dance, and experiment with ways of changing them (ELG).</p> <p align="center">Skills covered:</p> <ul style="list-style-type: none"> • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores the different sounds of instruments. • Explores and learns how sounds can be changed. • Builds a repertoire of songs and dances. 		<p align="center">Charanga: Big Bear Funk</p> <p align="center">Transition unit that prepares children for their musical learning in Year 1</p> <p>Children will: also use what they have learnt about media and materials in original ways, thinking about uses and purposes. They will represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories (ELG).</p> <p align="center">Skills covered:</p> <ul style="list-style-type: none"> • Creates movement in response to music. • Sings to self and makes up simple songs. <ul style="list-style-type: none"> • Make up their own rhythms. • Understands that different media can be combined to create new effects (to create sound). • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. <ul style="list-style-type: none"> • Plays alongside other children who are engaged in the same theme. 			
	<p align="center">Music is taught through the above units but also through play based learning in provision where children have access to musical instruments and freedom to explore. The skills are taught and nurtured throughout the year before considering how both ELG have been achieved and met at the end of the academic year.</p> <p align="center">Concepts:</p> <p align="center">Melody Rhythm Pitch Performance</p>					
<p>RE</p> <p align="center">FS</p> <p>Sacre page 19/21</p>	<ul style="list-style-type: none"> - Children listen with enjoyment to stories, songs and poems from different communities and traditions - Introduce subject specific words and use all our senses to explore beliefs, practices and forms of expression - Enjoys joining in family customs and routines and can talk confidently about similarities and differences between their lives and others - Know how to behave appropriately in a range of situations, treating others cultures and beliefs with respect - They answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities - Children understand that they can expect others to treat their needs and views, cultures and beliefs with respect - Observe and explore about places and objects that matter in different cultures and beliefs - Use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live 					
	<p>All about me enquiry: Are we all the same?</p> <p>Diwali - What is Diwali? Harvest Festival</p>	<p align="center">Christmas Discovery RE</p> <p align="center">What is Christmas?</p>	<p align="center">Chinese New Year Discovery RE</p> <p align="center">What is Chinese New Year?</p>	<p align="center">Easter Discover RE-Special Places</p> <p align="center">What is Easter?</p>	<p align="center">Story Time Discovery RE-Bilal and the beautiful butterfly -Best friends</p>	
	<p align="center">Myself</p> <p>How do we show we care for others? Why does it matter? Listening to other people and acknowledging their views</p> <p align="center">Festivals and Celebrations:</p> <p align="center">Harvest festival Bonfire Night Christmas Diwali</p>		<p align="center">Celebrations</p> <p>Thinking about how and why people celebrate. What do you celebrate with your family?</p> <p align="center">Festivals and Celebrations:</p> <p align="center">Chinese New Year Easter</p>		<p align="center">Religious and Moral stories</p> <p>Stories, songs and poetry from different communities and cultures</p> <p align="center">Festivals and Celebrations:</p> <p align="center">Eid</p>	
<p>PSHE (inc Drugs, e-safety, SRE, Financial capability)</p>	<p align="center">On-going themes throughout the year:</p> <p align="center">Relationships Health and Well-Being Living in the Wider World</p>					
	<p align="center"><i>Starting school-New Beginnings/Changes/ Transition</i></p> <p align="center">Memory Boxes</p> <p align="center">Class bear sent home with children</p> <p align="center">F2 Breakfast morning</p>	<p align="center"><i>Developing Friendships</i></p> <p align="center">Focus on developing social skills (sharing resources etc)</p>	<p align="center"><i>Enjoying and Achieving</i></p> <p align="center">Taking risks</p> <p align="center">Celebrating achievement (Tiger/Lion of the week)</p>	<p align="center"><i>Celebrating me!</i> identifying own strengths and weaknesses</p>	<p align="center"><i>Positive Relationships</i></p> <p align="center">develop empathy and compromise</p> <p align="center">Being able to negotiate in play</p> <p align="center">Turn taking</p>	<p align="center"><i>Changes- Animals and environment</i></p> <p align="center">Transition (Getting ready for Y1)</p> <p align="center">How have we changed since September?</p> <p align="center">What have we achieved?</p>

	<p>Making friends/new relationships - Similarities and differences between themselves and others</p>				
	<p>Drugs Education: Keeping safe at home e.g. harmful substances (bleach/medicines)</p>	<p>Citizenship: Looking after our planet/environment</p>	<p>Financial Capability: Why do we need Money? Role play scenarios involving Money e.g. Garden Centre</p>		
<p>Characteristics of Effective Learning</p>	<p><u>Playing and Exploring:</u> Finding out and exploring Playing with what they know Being willing to 'have a go'</p> <p>FLOOR BOOK APPROACH</p>	<p><u>Active Learning:</u> Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do</p> <p>FLOOR BOOK APPROACH</p>	<p><u>Creating and Thinking Critically:</u> Having their own ideas Making links (Making predictions/testing their ideas/noticing patterns) Choosing ways to do things</p> <p>FLOOR BOOK APPROACH</p>		