



# Launde Primary School Foundation Stage Long Term Plan 2023 - 2024



	Autumn		Spring		Summer	
Theme	<b>All about me</b> <b>People who Help us</b> Baseline (6 weeks) <b>Changes to autumn</b>	<b>Festivals</b> <b>Transport</b> Anti-bullying week 13 <sup>th</sup> -17 <sup>th</sup> November 2023 National Nursery Rhyme week 13 <sup>th</sup> -17 <sup>th</sup> November 2023 Road safety week 19 <sup>th</sup> – 25 <sup>th</sup> November <b>Changes to winter</b>	<b>Oceans and seas</b> Safer Internet week 6 <sup>th</sup> Feb 2024 National story telling week 29 <sup>th</sup> Jan – 5 <sup>th</sup> Feb 2024 Children’s Mental Health week 5 <sup>th</sup> – 11 <sup>th</sup> February 2024 Chinese New Year 10 <sup>th</sup> February 2024 <b>Winter/Ice</b>	<b>Spring on the farm</b> <b>Animals, Minibeasts</b> Shrove Tuesday 13 <sup>th</sup> February 2024 World book day 7 <sup>th</sup> March 2024 Mother’s Day 10 <sup>th</sup> March 2024 Ramadan 10 <sup>th</sup> March – 9 <sup>th</sup> April 2024 Easter Sunday 31 <sup>st</sup> March <b>Winter changing to Spring</b>	<b>Once Upon a Time</b> <b>Spring and growing</b> Mental Health week 13 <sup>th</sup> – 20 <sup>th</sup> May Walk to school week 20 <sup>th</sup> May – 25 <sup>th</sup> May	<b>What a wonderful world</b> <b>Summer</b> Father’s Day 16 <sup>th</sup> June Eid 17 <sup>th</sup> June
Time allocation	Settling in/baseline + 1 weeks (7 weeks in total)	9 weeks	6 weeks	4 weeks	7 weeks	6 weeks
Possible ideas lines of enquiry.  <small>These mini ideas within the themes may change or be replaced depending on child interest or fascinations</small>	My family, people who help us, local area, my school, class and community, what makes me unique, what they like, Autumn (season)	Diwali, Christmas, remembrance, my favourite celebration, bonfire night, transport	Pirates, Antarctic, Arctic, weather,	Farm, minibeasts,	Jack and the Beanstalk, plants,	Space, India, Jungle, Safari
Class Visit/ Visitor	Visits from people who help us at school – fire or police	Trip to the park Visitors – optician, dentist	Trip to the farm (Windmill farm)	Looking after Caterpillars in class and watching different life cycle stages	Come to school dressed as their favourite fairy-tale character.	Lidl to buy something in small groups of 10.
‘Hook / Wow’	Fire service - visit from Fire service/community police officer. <b>World space week 4<sup>th</sup> – 10<sup>th</sup> October</b>	National Nursery Rhyme week 13 <sup>th</sup> – 17 <sup>th</sup> November	Pirate day Exploration to the Antarctic/Arctic (explore outdoors and role play being on an exploration trip around the school)	Caterpillars growing in the classroom Visit to the farm – Windmill Farm	Key items from fairy stories are left in the classroom as a crime scene, who could have left them in our class?	Visit to Lidl to buy something for a £1/2 as part of geography/maths
Book Study  Themed – topic based	My Mum/ My Dad The Colour Monster / The bag full of worries. The worry jar The worry monster Funny bones Mog at the vets/ Owl at the vets. Rainbow fish Oliver’s vegetables A superpower like mine	Meg & Mog Stickman The Christmas nativity The Christmas Story	Who swallowed Stanley	The bad-tempered ladybird The very hungry caterpillar Superworm The Easter Story What the ladybird heard Owl babies – linked to nocturnal animals	The enormous turnip The gingerbread man Jack & the beanstalk The 3 little pigs Cinderella Snow White and the 7 dwarves Little Red Riding Hood	Whatever next
CLL	<b>Key Vocabulary:</b> Talk partners Rules Manners  <b>By the end of Autumn 1 children will know (Knowledge)</b> <ul style="list-style-type: none"> <li>How to sit correctly</li> <li>How to talk with partners</li> <li>Use new vocabulary during continuous provision activities and in lessons</li> <li>How to develop their social phrases with teachers and peers – engage in</li> </ul>	<b>Key Vocabulary:</b> Talk partners Rules Manners  <b>By the end of Autumn 2 children will know (Knowledge)</b> <ul style="list-style-type: none"> <li>How to talk with partners</li> <li>How to use new vocabulary during continuous provision activities and in lessons</li> <li>How to develop their social phrases with teachers and peers – engage in the register in the morning and afternoon</li> </ul>	<b>Key Vocabulary:</b> Talk partners Rules Manners  <b>By the end of Spring 1 children will know (Knowledge)</b> <ul style="list-style-type: none"> <li>How to talk with partners</li> <li>How to use new vocabulary during continuous provision activities and in lessons</li> <li>How to develop their social phrases with teachers and peers – engage in the register in the morning and afternoon</li> </ul>	<b>Key Vocabulary:</b> Talk partners Rules Manners  <b>By the end of Spring 2 children will know (Knowledge)</b> <ul style="list-style-type: none"> <li>How to talk with partners</li> <li>How to use new vocabulary during continuous provision activities and in lessons</li> <li>How to develop their social phrases with teachers and peers – engage in the register in the morning and afternoon</li> </ul>	<b>Key Vocabulary:</b> Talk partners Rules Manners  <b>By the end of Summer 1 children will know (Knowledge)</b> <ul style="list-style-type: none"> <li>How to talk with partners, in small and large groups</li> <li>How to use new vocabulary during continuous provision activities and in lessons</li> <li>How to develop their social phrases with teachers and peers – engage in</li> </ul>	<b>Key Vocabulary:</b> Talk partners Rules Manners  <b>By the end of Summer 2 children will know (Knowledge)</b> <ul style="list-style-type: none"> <li>How to talk with partners, in small and large groups</li> <li>How to use new vocabulary during continuous provision activities and in lessons</li> <li>How to develop their social phrases with teachers and peers</li> </ul>

	<p>the register in the morning and afternoon</p> <ul style="list-style-type: none"><li>• Use their manners for example, thank you, please, excuse me please</li></ul> <p><b>By the end of Autumn 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Be able to follow the rules of the classroom and these will also include talk guidelines.</li><li>• Be able to sit correctly on the carpet and how to use talk partners in lessons</li><li>• Use specific vocabulary in lessons and within the provision</li><li>• Be able to talk in social situations and engage in whole class times, for example register</li><li>• Engage in story times</li></ul>	<ul style="list-style-type: none"><li>• How to use their manners for example, thank you, please, excuse me please</li><li>• How to apply listening skills like stopping and listening to the teacher</li><li>• How to speak in full sentences that have been modelled by the teacher</li></ul> <p><b>By the end of Autumn 2 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Apply active learning skills within everyday life, for example, stopping and listening, listening to others, taking turns to speak</li><li>• Learn new vocabulary and use it within the provision</li><li>• Ask questions about what we are learning about</li><li>• Articulate their ideas using full sentences use connectives to extend their ideas and thoughts</li><li>• Use talk to work out problems</li><li>• Develop their social phrases when talking with peers and teachers, engaging in the register, using manners in the dinner hall.</li><li>• Engage in story times</li></ul>	<ul style="list-style-type: none"><li>• How to use their manners for example, thank you, please, excuse me please</li><li>• How to apply listening skills like stopping and listening to the teacher</li><li>• How to speak in full sentences that have been modelled by the teacher</li></ul> <p><b>By the end of Spring 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Apply active learning skills within everyday life, for example, stopping and listening, listening to others, taking turns to speak and understand why listening is important and how to listen carefully</li><li>• Learn new vocabulary and use it within the provision and throughout the say in different contexts</li><li>• Ask questions to find out more and to check they understand what has been said to them</li><li>• Articulate their ideas and thoughts in well-formed sentences</li><li>• use connectives to extend their ideas and thoughts</li><li>• Use talk to work out problems and organise their thinking and activities</li><li>• Develop their social phrases when talking with peers and teachers, engaging in the register, using manners in the dinner hall.</li><li>• Engage in story times</li><li>• Listen to and talk about different texts</li><li>• Retell a familiar story</li></ul>	<ul style="list-style-type: none"><li>• How to use their manners for 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talking with peers and teachers, engaging in the register, using manners in the dinner hall.</li><li>• Engage in story times</li><li>• Listen to and talk about selected non-fiction and fiction texts and develop a deep familiarity with new knowledge and vocabulary</li><li>• Retell a familiar story</li></ul>	<p>the register in the morning and afternoon</p> <ul style="list-style-type: none"><li>• How to use their manners for example, thank you, please, excuse me please</li><li>• How to apply listening skills like stopping and listening to the teacher</li><li>• How to speak in full sentences that have been modelled by the teacher</li><li>• How to use connectives to extend their ideas and thoughts</li><li>• How to hold conversations and be able to engage in exchanges</li><li>• Express his ideas and thoughts using past, present and future tenses</li></ul> <p><b>By the end of Summer 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Listen and respond to what they hear with some questions, comments and actions when being read to and during whole class discussions and interactions</li><li>• Make comments about what they have heard and ask questions to clarify their understanding</li><li>• Hold conversations and engage in exchanges with their teachers and peers</li><li>• Participate in some discussions with different people</li><li>• Begin to offer explanations for why things might happen, make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li><li>• Begin to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</li></ul>	<p>– engage in the register in the morning and afternoon</p> <ul style="list-style-type: none"><li>• How to use their manners for example, thank you, please, excuse me please</li><li>• How to apply listening skills like stopping and listening to the teacher</li><li>• How to speak in full sentences that have been modelled by the teacher</li><li>• How to use connectives to extend their ideas and thoughts</li><li>• How to hold conversations and be able to engage in exchanges</li><li>• Express his ideas and thoughts using past, present and future tenses</li></ul> <p><b>By the end of Summer 2 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and interactions</li><li>• Make comments about what they have heard and ask questions to clarify their understanding</li><li>• Hold conversations and engage in exchanges with their teachers and peers</li><li>• Participate in discussions with different people</li><li>• Offer explanations for why things might happen, make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li><li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</li></ul>
<p><b>Reading</b></p>	<p><b><u>Key Vocabulary:</u></b></p> <p>Grapheme Phoneme Phonics word</p> <p><b><u>Through the teaching of:</u></b></p> <p>Guided reading Individual reading Oral blending and segmenting Daily phonics phase 1 and 2 Free choice Story time. Free access to reading areas in each classroom, both independently and with an adult</p> <p><b>By the end of Autumn 1 children will be able to do (Skill)</b></p> <ul style="list-style-type: none"><li>• Begin to read individual letters</li></ul>	<p><b><u>Key Vocabulary:</u></b></p> <p>Grapheme Phoneme Phonics word</p> <p><b><u>Through the teaching of:</u></b></p> <p>Guided reading Individual reading Oral blending and segmenting Daily phonics phase 2 Free choice Story time. Free access to reading areas in each classroom, both independently and with an adult</p> <p><b>By the end of Autumn 2 children will be able to do (Skill)</b></p> <ul style="list-style-type: none"><li>• To read individual letters</li><li>• To blend simple words together</li></ul>	<p><b><u>Key Vocabulary:</u></b></p> <p>Grapheme Phoneme Phonics word sentence</p> <p><b><u>Through the teaching of:</u></b></p> <p>Guided reading Individual reading Oral blending and segmenting Daily phonics phase 2 Free choice Story time. Free access to reading areas in each classroom, both independently and with an adult</p> <p><b>By the end of Spring 1 children will be able to do (Skill)</b></p> <ul style="list-style-type: none"><li>• To read individual letters</li></ul>	<p><b><u>Key Vocabulary:</u></b></p> <p>Grapheme Phoneme Phonics word sentence</p> <p><b><u>Through the teaching of:</u></b></p> <p>Guided reading Individual reading Oral blending and segmenting Daily phonics phase 2 and 3 Free choice Story time. Free access to reading areas in each classroom, both independently and with an adult</p> <p><b>By the end of Spring 2 children will be able to do (Skill)</b></p> <ul style="list-style-type: none"><li>• To read individual letters</li></ul>	<p><b><u>Key Vocabulary:</u></b></p> <p>Grapheme Phoneme Phonics word sentence</p> <p><b><u>Through the teaching of:</u></b></p> <p>Guided reading Individual reading Oral blending and segmenting Daily phonics phase 2 and 3 Free choice Story time. Free access to reading areas in each classroom, both independently and with an adult</p> <p><b>By the end of Summer 1 children will be able to do (Skill)</b></p> <ul style="list-style-type: none"><li>• To read individual letters</li></ul>	<p><b><u>Key Vocabulary:</u></b></p> <p>Grapheme Phoneme Phonics word sentence</p> <p><b><u>Through the teaching of:</u></b></p> <p>Guided reading Individual reading Oral blending and segmenting Daily phonics phase 2 and 3 Free choice Story time. Free access to reading areas in each classroom, both independently and with an adult</p> <p><b>By the end of Summer 2 children will be able to do (Skill)</b></p> <ul style="list-style-type: none"><li>• To read individual letters</li></ul>

	<ul style="list-style-type: none"><li>• Begin to blend simple words together</li><li>• Children will begin to read individual letters and they may also begin to blend simple words together</li><li>• Be able to hold books correctly and turn the pages</li></ul>	<ul style="list-style-type: none"><li>• Children will read individual letters and blend simple words together</li><li>• Be able to hold books correctly and turn the pages</li><li>• To read some common exception words (linked to the phonics)</li><li>• Begin to read some simple phrases and sentences</li><li>• Begin to recognise repeated words and phrases</li><li>• Begin to demonstrate and understanding of what has been read to them and what they have read</li></ul>	<ul style="list-style-type: none"><li>• To blend simple words together confidently</li><li>• Children will read individual letters and blend simple words together</li><li>• Be able to hold books correctly and turn the pages</li><li>• To read some common exception words (linked to the phonics)</li><li>• Read some simple phrases and sentences</li><li>• Recognise repeated words and phrases</li><li>• Begin to re-read sentences to build up pace, fluency and understanding</li><li>• Begin to re-read what they have written</li><li>• Show greater understanding of what has been read to them and what they have read</li><li>• Begin to anticipate key events in stories</li></ul>	<ul style="list-style-type: none"><li>• To blend simple words together confidently</li><li>• Children will read individual letters and blend simple words together</li><li>• Be able to hold books correctly and turn the pages</li><li>• To read some common exception words (linked to the phonics)</li><li>• Read some simple phrases and sentences</li><li>• Recognise repeated words and phrases</li><li>• Re-read sentences to build up pace, fluency and understanding</li><li>• Re-read what they have written</li><li>• Show greater understanding of what has been read to them and what they have read</li><li>• Begin to anticipate key events in stories</li></ul>	<ul style="list-style-type: none"><li>• To blend simple words together confidently</li><li>• Children will read individual letters and blend simple words together</li><li>• Be able to hold books correctly and turn the pages</li><li>• To read most phase 2 and 3 common exception words</li><li>• Read some simple phrases and sentences</li><li>• Recognise repeated words and phrases</li><li>• Re-read sentences to build up pace, fluency and understanding</li><li>• Re-read what they have written</li><li>• Demonstrate an understanding of what has been read to them and what they have read</li><li>• Anticipate key events in stories</li><li>• Use and understand recently introduced vocabulary during discussions</li><li>• Say a sound for each letter in the alphabet and at least 10 digraphs</li><li>• Read words consistent with their phonic knowledge</li><li>• Read aloud simple sentences and books consistent with their phonic knowledge</li></ul>	<p><b>By the end of Summer 2 children will be able to do (Skill)</b></p> <ul style="list-style-type: none"><li>• To read individual letters</li><li>• To blend simple words together confidently</li><li>• Children will read individual letters and blend simple words together</li><li>• Be able to hold books correctly and turn the pages</li><li>• To read most phase 2 and 3 common exception words</li><li>• Read some simple phrases and sentences</li><li>• Recognise repeated words and phrases</li><li>• Re-read sentences to build up pace, fluency and understanding</li><li>• Re-read what they have written</li><li>• Demonstrate an understanding of what has been read to them and what they have read</li><li>• Anticipate key events in stories</li><li>• Use and understand recently introduced vocabulary during discussions</li><li>• Say a sound for each letter in the alphabet and at least 10 digraphs</li><li>• Read words consistent with their phonic knowledge</li><li>• Read aloud simple sentences and books consistent with their phonic knowledge</li></ul>
<b>Writing</b>	<p><b><u>Key Vocabulary:</u></b> Grapheme Phoneme Phonics word</p> <p>Name writing Mark making Following patterns Writing individual letters (initial sounds)</p> <p><b>By the end of Autumn 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• They will be able to begin to write some or all of their name</li><li>• Children will be able to hold a pencil correctly and sit at the table correctly</li><li>• Children will begin to write individual letters for phonemes that they are taught. Some of the children will use their knowledge in phonics to write simple CVC words.</li><li>• To make marks and talk about what they have drawn</li></ul>	<p><b><u>Key Vocabulary:</u></b> Grapheme Phoneme Phonics word</p> <p>Name writing Mark making Following patterns Writing individual letters (initial sounds)</p> <p><b>By the end of Autumn 2 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• They will be able to begin to write some or all of their name</li><li>• Children will be able to hold a pencil correctly and sit at the table correctly</li><li>• Children will begin to write individual letters for phonemes that they are taught.</li><li>• Children will begin to use their knowledge in phonics to write simple CVC words.</li><li>• To make marks and talk about what they have drawn</li><li>• Children will begin to form lower and upper letters correctly</li><li>• Children will be able to segment words and write them</li></ul>	<p><b><u>Key Vocabulary:</u></b> Grapheme Phoneme Phonics Word Phrase Sentence</p> <p>Name writing Mark making Following patterns Writing individual letters (initial sounds)</p> <p><b>By the end of Spring 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• They will be able to begin to write some or all of their name</li><li>• Children will be able to hold a pencil correctly and sit at the table correctly</li><li>• Children will be able to write individual letters for phonemes that they are taught.</li><li>• Children will use their knowledge in phonics to write simple CVC words.</li><li>• To make marks and talk about what they have drawn</li><li>• Children will begin to form lower and upper letters correctly</li><li>• Children will be able to segment words and write them</li><li>• Children will begin to write simple phrases and sentences using capital letters, full stops and finger spaces</li></ul>	<p><b><u>Key Vocabulary:</u></b> Grapheme Phoneme Phonics Word Phrase Sentence</p> <p>Name writing Mark making Following patterns Writing individual letters (initial sounds)</p> <p><b>By the end of Spring 2 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• They will be able to begin to write all of their name</li><li>• Children will be able to hold a pencil correctly and sit at the table correctly</li><li>• Children will be able to write individual letters for phonemes that they are taught.</li><li>• Children will use their knowledge in phonics to write simple CVC words.</li><li>• To make marks and talk about what they have drawn</li><li>• Children will be able to form lower and upper letters correctly</li><li>• Children will be able to segment words and write them</li><li>• Children will begin to write simple phrases and sentences using capital letters, full stops and finger spaces</li></ul>	<p><b><u>Key Vocabulary:</u></b> Grapheme Phoneme Phonics Word Phrase Sentence</p> <p>Name writing Mark making Following patterns Writing individual letters (initial sounds)</p> <p><b>By the end of Summer 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• They will be able to begin to write all of their name</li><li>• Children will be able to hold a pencil correctly and sit at the table correctly</li><li>• Children will be able to write individual letters for phonemes that they are taught.</li><li>• Children will use their knowledge in phonics to write simple CVC words.</li><li>• Children will be able to form lower and upper letters correctly</li><li>• Children will be able to segment words and write them</li><li>• Children will be able to write simple phrases and sentences using capital letters, full stops and finger spaces</li><li>• Children will be able to write more complex words using phonic knowledge</li></ul>	<p><b><u>Key Vocabulary:</u></b> Grapheme Phoneme Phonics Word Phrase Sentence</p> <p>Name writing Mark making Following patterns Writing individual letters (initial sounds)</p> <p><b>By the end of Summer 2 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• They will be able to begin to write all of their name</li><li>• Children will be able to hold a pencil correctly and sit at the table correctly</li><li>• Children will be able to write individual letters for phonemes that they are taught.</li><li>• Children will use their knowledge in phonics to write simple CVC words.</li><li>• Children will be able to form lower and upper letters correctly</li><li>• Children will be able to segment words and write them</li><li>• Children will be able to write simple phrases and sentences using capital letters, full stops and finger spaces</li></ul>



				<ul style="list-style-type: none"> <li>Children will begin to write more complex words using phonic knowledge</li> </ul>		<ul style="list-style-type: none"> <li>Children will be able to write more complex words using phonic knowledge</li> </ul>
<b>Phonics</b> See phonics LTP to know what phonemes are taught and when	Recap of Phase 1 letters and sounds. Begin to teach phase 2 Interventions for phase 1 & phase 2	Phase 2 letters and sounds	Phase 2/3 letters and sounds and tricky words.	Phase 2/3 letters and sounds and tricky words.	Phase 3 letters and sounds. Learning all the tricky words for phase 2 and 3	Phase 3 letters and sounds. Learning all the tricky words for phase 2 and 3
<b>Mastery Maths Number</b>	Numbers to 5 (3 weeks) Comparing groups within 5 (2 weeks)	Change within 5 (2 weeks) Number bonds within 5 (1 week) Space (1 week) Numbers to 10 (2 weeks) Comparing numbers within 10 (1 week) Addition to 10 (1 week) Revision week (1 week)	Number bonds to 10 (2 weeks) Subtraction (1 week) Revision lesson (1 week)	Counting on and counting back (2 weeks)	Numbers to 20 (1 week) Numerical pattern (3 weeks) Revision (1 week)	Sorting (1 week) Time (1 week) Money (1 week)
<b>Theme Shape</b>	2D & 3D shapes (2 weeks) Patterns Sequence Routines	2D shapes – up to 6 sides Pattern Sequence Routines	Measure – length, height and weight (2 weeks) Pattern 2D and 3D shapes and their properties. Sequence Routines	Exploring pattern (2 weeks) Length, weight and height. 2D & 3D shapes Sequence Routines	Shape – composing and decomposing shapes (1 week) Measure – volume and capacity (1 week) Repeating pattern Sequence Length, weight and height Routines	2D & 3D shape Measure (all) Sequence Routines
<b>UTW</b>	Getting to know their environments and learn new expectations and routines. Get to know the whole school as a community to where they belong. Learn the different roles of people in the school. Bring in photographs of family and talk about it.	Comparing transport -modern and past link in with last terms overarching theme	Embedding learning of days of the week, months of the year, stories and floor books	Life cycle of butterflies	Looking at castles and comparing them with houses that we live in.	
<b>History</b>	<p><b><u>Key Vocabulary:</u></b> Past Family First Then Next sequence</p> <p><b>By the end of Autumn 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"> <li>Who is in their family</li> <li>What part do they play in their family?</li> <li>Days of the week and months of the year</li> <li>The meaning of the words of yesterday, today and tomorrow</li> <li>Be able to follow the routine of the day using a visual timetable</li> </ul> <p><b>By the end of Autumn 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"> <li>Through photographs of their family and stories children can comment on familiar situations from the past.</li> <li>They will be able to understand and make sense of their own life-story and family history</li> </ul>	<p><b><u>Key Vocabulary:</u></b> Past Jobs/roles Transport Different Similar Compare</p> <p><b>By the end of Autumn 2 children will know (Knowledge)</b></p> <ul style="list-style-type: none"> <li>Days of the week and months of the year</li> <li>The meaning of the words of yesterday, today and tomorrow</li> <li>Know that ‘my life’ is different from the lives of people in the past</li> <li>People within society have different roles (jobs) and talk about them</li> <li>How to recognise and describe special times or events for their family and friends</li> </ul> <p><b>By the end of Autumn 2 children will be able to (skills)</b></p> <ul style="list-style-type: none"> <li>Through stories children will be able to sequence order of events using key vocabulary</li> <li>Compare modern and old transport (including emergency service vehicles) e.g. can children</li> </ul>	<p><b><u>Key Vocabulary:</u></b> Past Jobs/roles Society First Then Next sequence</p> <p><b>By the end of Spring 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"> <li>Days of the week and months of the year</li> <li>The meaning of the words of yesterday, today and tomorrow</li> <li>That their birthday celebrates the day that they were born and they know when their birthday is</li> </ul> <p><b>By the end of Spring 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"> <li>Through stories children will be able to sequence order of events using key vocabulary</li> <li>Show an understanding of time</li> <li>Compare and contrast characters from stories, including figures from the past</li> </ul>	<p><b><u>Key Vocabulary:</u></b> Life cycle Butterfly Features Minibeasts</p> <p><b>By the end of Spring 2 children will know (Knowledge)</b></p> <ul style="list-style-type: none"> <li>Days of the week and months of the year</li> <li>The meaning of the words of yesterday, today and tomorrow</li> <li>What a life cycle is and key features</li> </ul> <p><b>By the end of Spring 2 children will be able to (skills)</b></p> <ul style="list-style-type: none"> <li>Through stories children will be able to sequence order of events using key vocabulary</li> <li>Compare and contrast characters from stories, including figures from the past</li> <li>Understand the key features of the life cycle of a plant and an animal</li> </ul> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"> <li>What is a life cycle (Butterfly)?</li> <li>What are the key features of a lifecycle?</li> </ul> <p>Can you describe the life cycle of a...?</p>	<p><b><u>Key Vocabulary:</u></b> Past castles difference similarities compare</p> <p><b>By the end of Summer 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"> <li>Days of the week and months of the year</li> <li>The meaning of the words of yesterday, today and tomorrow</li> <li>Know that ‘my life’ is different from the lives of people in the past</li> <li>To know what a castle is and why we had castles and link to present day houses</li> <li>How to create their own story using a story map</li> </ul> <p><b>By the end of Summer 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"> <li>Through stories children will be able to sequence order of events using key vocabulary</li> <li>Show an understanding of time</li> </ul>	<p><b><u>Key Vocabulary:</u></b> First Then Next sequence</p> <p><b>By the end of Summer 2 children will know (Knowledge)</b></p> <ul style="list-style-type: none"> <li>Days of the week and months of the year</li> <li>The meaning of the words of yesterday, today and tomorrow</li> </ul> <p><b>By the end of Summer 2 children will be able to (skills)</b></p> <ul style="list-style-type: none"> <li>Through stories children will be able to sequence order of events using key vocabulary</li> <li>Show an understanding of time</li> <li>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 when writing their pupil page ready for their end of year reports</li> </ul> <p><b>Questions to ask:</b></p>

	<ul style="list-style-type: none"><li>Through stories children will be able to sequence order of events using key vocabulary</li><li>Know that people in the school environment have different roles and talk about it</li></ul> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"><li>What is a family</li><li>Who is in your family</li><li>Who are you in your family?</li><li>What is a day?</li><li>Why do you think we have days of the week?</li><li>When do you think days of the weeks started?</li><li>Why do you think we have months of the year?</li><li>When do you think months of the year started?</li><li>What is a month?</li></ul>	<p>hypothesise about the function of artefacts/pictures</p> <ul style="list-style-type: none"><li>Be able to justify their hypothesise using existing knowledge or by seeking more information</li><li>Begin to show an understanding of time</li><li>Begin to talk about the lives of different people and their roles in society</li><li>Compare and contrast characters from stories, including figures from the past</li><li>Ask and answer why questions about texts that have been read to them</li></ul> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"><li>What is different about the vehicles from the past compared to modern day vehicles?</li><li>What is similar about the vehicles from the past compared to modern day vehicles?</li><li>What do they look like?</li><li>What do you like about them?</li></ul>			<ul style="list-style-type: none"><li>Compare and contrast characters from stories, including figures from the past</li><li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read to them in class</li><li>Understand the past through settings, characters and events encountered in books read in class and story telling</li><li>Use books and the internet to find out information about the past and present</li></ul> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"><li>Who lives in a castle?</li><li>Do people live in castes now?</li><li>If they live in castles, who lives in these castles?</li><li>Where are castles?</li><li>Why have some castles got water around them?</li><li>What is the water around the castle called?</li><li>Why are some castles guarded?</li><li>Why are some castles high up?</li><li>Why do castles have high walls?</li><li>What are houses?</li><li>What type of house do you live in?</li><li>Are they different to castles?</li><li>Why are they different to castles?</li></ul>	<ul style="list-style-type: none"><li>What have you enjoyed doing this year? What is your favourite part of the year?</li><li>What have you enjoyed learning about?</li><li>What are you good at?</li><li>What do you want to get better at?</li><li>What are you looking forward to in Year 1?</li></ul>
Geography	Teaching about the school grounds, comparing where they live to school, drawing simple maps and know how to read simple maps Seasons – Autumn	Comparing how people celebrate different festivals and religions around the world  Seasons – changing from Autumn to Winter	Look at where they live and look at contrasting environment Arctic and Antarctic. What are the similarities and differences	Comparing life in a town with the countryside	Learning about their world, comparing with a different country, for example India, the jungle or the safari	
	<p><b>Key Vocabulary:</b></p> <p>Map Information Job Weather Season Environment</p> <p><b>By the end of Autumn 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>How to draw information from a simple map</li><li>To recognise the differences between where they live and the school environment</li><li>Show interest in different jobs that people do, recognise places where people work</li><li>Observe the weather and seasons</li><li>To know where they live (Oadby)</li></ul> <p><b>By the end of Autumn 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>Locate our school and recognise features in our school grounds on a map and through the use of aerial photographs (school and home,</li></ul>	<p><b>Key Vocabulary:</b></p> <p>Weather Season Autumn Winter Environment Festivals Religion Diwali Christmas Bonfire night Remembrance Day</p> <p><b>By the end of Autumn 2 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>Know some similarities and differences between different religious and cultural communities in this country and around the world, drawing on their own experiences and what has been read to them in class</li><li>How different religions and cultures are celebrated around the world</li><li>Observe the weather and seasons</li><li>Understand the effects of changing seasons on the natural world around them</li></ul>	<p><b>Key Vocabulary:</b></p> <p>Weather Seasons Winter Spring Cold Arctic Antarctic Compare</p> <p><b>By the end of Spring 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>Know about the Arctic and Antarctic to be able to compare where they live with these countries, know that we live in England</li><li>To know where they live and understand what their own environment is like and talk about it</li><li>Observe the weather and seasons</li></ul> <p><b>By the end of Spring 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>Recognise that environments that are different to the one in which they live. Children to compare where they live to the Arctic/Antarctic</li></ul>	<p><b>Key Vocabulary:</b></p> <p>Town Countryside Farm Built up area Compare Spring</p> <p><b>By the end of Spring 2 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>Know what countryside is</li><li>To know where they live and understand what their own environment is like and talk about it</li><li>Observe the weather and seasons</li><li>How to draw information from a simple map</li><li>To recognise the differences between where they live and the school environment</li><li>To know where they live (Oadby)</li><li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences and what has been read to them in class</li></ul>	<p><b>Key Vocabulary:</b></p> <p>Weather Seasons Compare Summer</p> <p><b>By the end of Summer Term children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>Know about India, Jungle or Safari to be able to compare where they live with these countries</li><li>To know where they live and understand what their own environment is like and talk about it</li><li>Observe the weather and seasons</li></ul> <p><b>By the end of Summer Term children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>Recognise that environments that are different to the one in which they live. Children to compare where they live to the India, The jungle, the safari</li><li>Be able to observe the environment and talk about changes that they can see</li><li>Understand the effects of changing seasons on the natural world around them</li><li>Discuss their immediate environment using knowledge from observations, stories, non-fiction texts and maps</li><li>Explain some similarities and differences between life in this country and life in other countries using knowledge from observations, stories, non-fiction texts and maps Through their knowledge children can create different play environments (beach, city, forest) in their small world play. With support naming some of the features such as sand, tress, forest</li><li></li></ul> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"><li>What do you notice about the weather?</li><li>Is there anything that you notice outside that is changing?</li></ul>	

	<p>children to bring in a picture of their house, mainly the front door)</p> <ul style="list-style-type: none"><li>• Use aerial photographs and maps of our local area to recall and match the photographs of key features</li><li>• Children will be able to create simple maps (mark making, cutting and sticking, construction etc...) of key places like the school and home</li><li>• Through their knowledge children can create different play environments (beach, city, forest) in their small world play. With support naming some of the features such as sea, trees and rivers</li><li>• Visitors to the school – fire brigade visiting the school and talk about their job and where they work. Children will learn about other jobs in the community, for example police officer, shop keeper etc... Children will be able to compare the different job roles and where they are located</li><li>• Be able to explore the different weathers we have in our country</li><li>• Will begin to understand what seasons are and what seasons we have and the order in which they are (relating to the school year)</li><li>• Be able to observe the environment and talk about changes that they can see</li></ul> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"><li>• What is a map?</li><li>• Where is our school?</li><li>• Where is your house?</li><li>• Where do you live?</li><li>• What different weathers do we have?</li><li>• What is a season?</li><li>• What season are we in?</li></ul>	<ul style="list-style-type: none"><li>• The landmark buildings including places of worship, where they live and talk about their importance, for example, clock tower, high cross, Leicester ground and comparing places in Oadby that have landmarks that will be familiar with the children (Take pictures of places in Oadby). Can they sort pictures of landmarks on a Leicester and Oadby map?</li></ul> <p><b>By the end of Autumn 2 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Discuss some similarities and differences between different religious and cultural communities in this country and around the world, drawing on their own experiences and what has been read in class</li><li>• Discuss how people celebrate different cultures and religions around the world</li><li>• Understand that some places are special to members of their community</li><li>• Be able to observe the environment and talk about changes that they can see</li><li>• Through their knowledge children can create different play environments (beach, city, forest) in their small world play. With support naming some of the features such as sea, trees and rivers</li></ul> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"><li>• How do people celebrate Diwali around the world?</li><li>• Do they celebrate it the same as us or differently?</li><li>• What do you notice about the weather?</li><li>• Is there anything that you notice outside that is changing?</li><li>• What can you see, feel and hear outside?</li><li>• What season are we in?</li><li>• What season has just been?</li><li>• Can you compare the 2 seasons we have had and now going into?</li></ul>	<ul style="list-style-type: none"><li>• Be able to observe the environment and talk about changes that they can see</li><li>• Understand the effects of changing seasons on the natural world around them</li><li>• Begin to discuss their immediate environment using knowledge from observations, stories, non-fiction texts and maps</li><li>• Begin to explain some similarities and differences between life in this country and life in other countries using knowledge from observations, stories, non-fiction texts and maps</li><li>• Through their knowledge children can create different play environments (beach, city, forest) in their small world play. With support naming some of the features such as icebergs, snow, igloos</li></ul> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"><li>• What do you notice about the weather?</li><li>• Is there anything that you notice outside that is changing?</li><li>• What can you see, feel and hear outside?</li><li>• What season are we in?</li><li>• What season has just been?</li><li>• Can you compare the 2 seasons we have had and now going into?</li><li>• What is the weather like in the Arctic/Antarctic?</li><li>• Can you describe the differences between where you live in Oadby to the Arctic/Antarctic?</li><li>• Can you describe similarities between where you live in Oadby to the Arctic/Antarctic?</li></ul>	<p><b>By the end of Spring 2 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Recognise that environments that are different to the one in which they live. Children to compare where they live to the countryside</li><li>• Be able to observe the environment and talk about changes that they can see</li><li>• Understand the effects of changing seasons on the natural world around them</li><li>• Begin to discuss their immediate environment using knowledge from observations, stories, non-fiction texts and maps</li><li>• Children will be able to create simple maps (mark making, cutting and sticking, construction etc...) of key places like the school and the farm</li><li>• Use aerial photographs and maps of our local area to recall and match the photographs of key features and compare with the farm</li><li>• Through their knowledge children can create different play environments (beach, city, forest) in their small world play. With support naming some of the features such as animal pens, fields, mountains</li></ul> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"><li>• What do you notice about the weather?</li><li>• Is there anything that you notice outside that is changing?</li><li>• What can you see, feel and hear outside?</li><li>• What season are we in?</li><li>• What season has just been?</li><li>• Can you compare the 2 seasons we have had and now going into?</li><li>• What is the countryside?</li><li>• What is a farm?</li><li>• What lives on a farm?</li><li>• Who can go on a farm?</li><li>• Can you compare the farm and countryside to where we live in Oadby?</li></ul>	<ul style="list-style-type: none"><li>• What can you see, feel and hear outside?</li><li>• What season are we in?</li><li>• What season has just been?</li><li>• Can you compare the 2 seasons we have had and now going into?</li><li>• What is like in...? (India, Jungle or Safari)</li><li>• What is it like in Oadby?</li><li>• Can you compare Oadby with...? (India, Jungle or Safari)</li></ul>
Science	<p>Seasons – to have a book of seasons</p> <p>Teaching children how to join materials and explore different textures Teach children about the outdoors and how we play in each area and the planting area – that we need to look after it and respect each other (links with rules and boundaries)</p> <p>DT – project – making a vehicle, rolling on different surfaces</p> <p><b>Biology</b> – exploring their body (link in with RSE) and plants and Harvest festival</p> <p><b>Physics</b> – sounds (You use your ears to hear and listen to sounds, links to Phonics and music)</p>	Seasons	Seasons	Seasons	Seasons
		Recognising when environments are different to the one in which they live in – links in when they are exploring the Arctic and Antarctic	Life cycle of a butterfly Farm	Recognising when environments are different to the one in which they live in – links in when they are exploring India, Jungle or Safari	Recognising when environments are different to the one in which they live in – links in when they are exploring India, Jungle or Safari
		Talking about changing matter when they see water turn into ice and then experiment with how to melt the ice in the classroom and outdoors	<b>Biology</b> – animals Highlighting similarities and differences between different animals. Understanding about nocturnal animals	<b>Light</b> – Shadows, drawing around your shadow, drawing around animal/dinosaur shadows. Making shadow puppets	<b>Light</b> – Shadows, drawing around your shadow, drawing around animal/dinosaur shadows. Making shadow puppets
		<b>Chemistry</b> – ice melting linked to Artic and Antarctic theme	<b>Chemistry</b> – materials (linked to food tech Easter nests and changing matter)	Can you build a bridge over water?	Can you build a bridge over water?
	<p><b>Key Vocabulary:</b></p> <p>World See Hear</p>	<p><b>Key Vocabulary:</b></p> <p>Weather Seasons Winter</p>	<p><b>Key Vocabulary:</b></p> <p>Life cycle Butterfly Features</p>	<p><b>Key Vocabulary:</b></p> <p>Weather Seasons Compare</p>	<p><b>Key Vocabulary:</b></p> <p>Weather Seasons Compare</p>



Religious Education	<div>Feel</div> <div>Season</div> <div>Environment</div> <div>Natural</div> <div>Autumn</div> <div>Winter</div> <div><div>By the end of Autumn 2 children will know (Knowledge)</div><div><ul style="list-style-type: none"><li>Understand the effect of changing seasons on the natural world around them just focusing in Autumn (what changes there are)</li><li>To know that there are 4 seasons in a year</li><li>Understand the need to respect and care for the natural environment and all living things</li><li>What each sense is and what it is for</li><li>What our body allows us to do, for example, jump, run, walk, roll, cry, smile and sneeze</li><li>All living things grown, breath, eat, move, reproduce and have sense and non-living things do not have any of these things</li><li>To know that sounds can be natural or man-made</li></ul></div><div><div>By the end of Autumn 2 children will be able to (skills)</div><div><ul style="list-style-type: none"><li>Explore the natural world around them through nature walks around the school to observe changes and describe what they can see, hear and feel. Collect natural materials to use in the classroom and outdoor area. What objects are different and what objects are similar</li><li>Begin to record observations through mark making and talk about them</li><li>Talk about Autumn using taught vocabulary</li><li>Use their senses to describe what they hear, feel and see</li><li>Talk about living and non-living things</li><li>To listen with increasing attention to sounds (listening walks around the environment)</li><li>To be able to talk about and describe a sound that they have heard</li></ul></div></div><div><div>Questions to ask:</div><div><ul style="list-style-type: none"><li>What are seasons?</li><li>What is Autumn?</li><li>What do you notice about the weather?</li><li>What can you see, hear and feel?</li></ul></div></div></div>		<div>Spring</div> <div>Cold</div> <div>Arctic</div> <div>Antarctic</div> <div>Compare</div> <div><div>By the end of Spring 1 children will know (Knowledge)</div><div><ul style="list-style-type: none"><li>Know about the Arctic and Antarctic to be able to compare where they live with these countries</li><li>To know where they live and understand what their own environment is like and talk about it</li><li>Observe the weather and seasons</li><li>Understand changing matter</li></ul></div><div><div>By the end of Spring 1 children will be able to (skills)</div><div><ul style="list-style-type: none"><li>Recognise that environments that are different to the one in which they live. Children to compare where they live to the Arctic/Antarctic</li><li>Be able to observe the environment and talk about changes that they can see</li><li>Understand the effects of changing seasons on the natural world around them</li><li>Begin to discuss their immediate environment using knowledge from observations, stories, non-fiction texts and maps</li><li>Talk about the differences changes in water and ice</li><li>Explore the natural world around them through nature walks around the school to observe changes and describe what they can see, hear and feel. Collect natural materials to use in the classroom and outdoor area. What objects are different and what objects are similar</li></ul></div></div><div><div>Questions to ask:</div><div><ul style="list-style-type: none"><li>What do you notice about the weather?</li><li>Is there anything that you notice outside that is changing?</li><li>What can you see, feel and hear outside?</li><li>What season are we in?</li><li>What season has just been?</li><li>Can you compare the 2 seasons we have had and now going into?</li><li>What is the weather like in the Arctic/Antarctic?</li><li>Can you describe the differences between where you live in Oadby to the Arctic/Antarctic?</li><li>Can you describe similarities between where you live in Oadby to the Arctic/Antarctic?</li><li>What do you notice about the water?</li><li>How does it feel?</li><li>What has happened?</li><li>How are we going to melt the ice?</li><li>What could we use to melt the ice?</li></ul></div></div></div>			
	<div><div>Key religions and Festivals:</div><div>Harvest Festival</div><div>Yom Kippur</div></div>	<div><div>Key religions and Festivals:</div><div>Diwali</div><div>Christmas</div><div>Bonfire night</div><div>Remembrance</div></div>	<div><div>Key religions and Festivals:</div><div>Chinese New Year</div><div>Shrove Tuesday and Ash Wednesday</div></div>	<div><div>Key religions and Festivals:</div><div>World book day</div><div>Ramadan</div><div>Mother’s Day</div><div>Easter</div></div>	<div>Summer</div> <div>Spring</div> <div><div>By the end of Summer 2 children will know (Knowledge)</div><div><ul style="list-style-type: none"><li>Know about India, Jungle or Safari to be able to compare where they live with these countries</li><li>To know where they live and understand what their own environment is like and talk about it</li><li>Observe the weather and seasons</li><li>The important process within the natural world round them, including light.</li><li>They will understand that shadows are caused by light hitting an object and they will know that sun provides us with light in the day time. When the sun sets it becomes night time</li></ul></div><div><div>By the end of Summer 2 children will be able to (skills)</div><div><ul style="list-style-type: none"><li>Recognise that environments that are different to the one in which they live. Children to compare where they live to the India, The jungle, the safari</li><li>Be able to observe the environment and talk about changes that they can see</li><li>Understand the effects of changing seasons on the natural world around them</li><li>Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read to them in class</li><li>Explore the natural world around them through nature walks around the school to observe changes and describe what they can see, hear and feel. Collect natural materials to use in the classroom and outdoor area. What objects are different and what objects are similar</li></ul></div></div><div><div>Questions to ask:</div><div><ul style="list-style-type: none"><li>What do you notice about the weather?</li><li>Is there anything that you notice outside that is changing?</li><li>What can you see, feel and hear outside?</li><li>What season are we in?</li><li>What season has just been?</li><li>Can you compare the 2 seasons we have had and now going into?</li><li>What is like in...? (India, Jungle or Safari)</li><li>What is it like in Oadby?</li><li>Can you compare Oadby with...? (India, Jungle or Safari)</li></ul></div></div></div>	<div><div>Key religions and Festivals:</div><div>St Georges Day</div></div>

	<p><b><u>Key Vocabulary:</u></b></p> <p>Religion Festivals World Special Harvest Celebration Fireworks</p> <p><b>By the end of Autumn Term 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>• That some places are special to members of their community</li><li>• That people have different beliefs and celebrate special times in different ways</li><li>• See themselves as a valuable individual</li><li>• How the celebration of Harvest is celebrated across the world.</li><li>• What the celebration of Harvest is about</li><li>• How the Jewish religion celebrate Yom Kippur</li><li>•</li></ul> <p><b>By the end of Autumn Term 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Be able to discuss and compare their own experiences of religion and festivals.</li><li>• Be able to learn and sing songs that explain how people around the world learn about the harvest festival</li><li>• Children to be able to express their own ideas and thoughts responding about stories and songs.</li><li>• To use specific vocabulary within the provision to that relates religious festivals.</li></ul> <p><b><u>Questions to ask:</u></b></p> <ul style="list-style-type: none"><li>• What is a festival?</li><li>• What is religion?</li><li>• Who celebrates religion?</li><li>• How do people celebrate religion around the world?</li><li>• How do people celebrate different festivals around the world?</li><li>• What religion do you celebrate?</li><li>• What festival do you celebrate?</li><li>• Do you celebrate any?</li><li>• What places are special to people?</li><li>• What is the harvest festival?</li><li>• Who celebrates the harvest festival?</li><li>• How do people celebrate the harvest festival around the world?</li><li>• What do we do for the harvest festival?</li></ul>	<p><b><u>Key Vocabulary:</u></b></p> <p>Religion Festivals World Special Diwali Christmas Bonfire Night Guy Fawkes Remembrance War Celebration Fireworks</p> <p><b>By the end of Autumn Term 2 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>• About Diwali, Christmas, Bonfire Night and Remembrance and the importance of each of these events/festivals</li><li>• That people have different religions and beliefs and celebrate them in their own way</li><li>• What the celebration of each of the events/festivals is about</li><li>• How each of the different religions/events are celebrated around the world</li></ul> <p><b>By the end of Autumn Term 2 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Be able to discuss and compare their own experiences of religion and festivals.</li><li>• To use specific vocabulary within the provisions that relates to religious festivals.</li><li>• Talk about and discuss some similarities and differences between different cultural and religious communities within our community, drawing on what has been taught and read to them in class.</li></ul> <p><b><u>Questions to ask:</u></b></p> <ul style="list-style-type: none"><li>• What is a festival?</li><li>• What is religion?</li><li>• Who celebrates religion?</li><li>• How do people celebrate religion around the world?</li><li>• How do people celebrate different festivals around the world?</li><li>• What religion do you celebrate?</li><li>• What festival do you celebrate?</li><li>• Do you celebrate any?</li><li>• What places are special to people?</li><li>• What is Diwali?</li><li>• How is Diwali celebrated?</li><li>• Who celebrates Diwali?</li><li>• What is Christmas?</li><li>• How is Christmas celebrated?</li><li>• Who celebrates Christmas?</li><li>• Can anybody celebrate any religion and cultures?</li><li>• What is Remembrance Day?</li><li>• Why do people celebrate Remembrance Day?</li><li>• What is Bonfire night?</li><li>• Why do people celebrate bonfire night?</li><li>• Who is Guy Fawkes?</li></ul>	<p><b><u>Key Vocabulary:</u></b></p> <p>Religion Festivals World Special Chinese New Year Celebration Fireworks</p> <p><b>By the end of Spring Term 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>• About Chinese New Year and Shrove Tuesday/Ash Wednesday and the importance of each of these events/festivals</li><li>• That people have different religions and beliefs and celebrate them in their own way</li><li>• What the celebration of each of the events/festivals is about</li><li>• How each of the different religions/events are celebrated around the world</li></ul> <p><b>By the end of Spring Term 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Be able to discuss and compare their own experiences of religion and festivals.</li><li>• To use specific vocabulary within the provisions that relates to religious festivals.</li><li>• Talk about and discuss some similarities and differences between different cultural and religious communities within our community, drawing on what has been taught and read to them in class.</li><li>• Recognise that people have different beliefs and celebrate special times in different ways – children to learn about how Chinese New Year is celebrated in China and in their own community and compare similarities and differences</li></ul> <p><b><u>Questions to ask:</u></b></p> <ul style="list-style-type: none"><li>• What is a festival?</li><li>• What is religion?</li><li>• Who celebrates religion?</li><li>• How do people celebrate religion around the world?</li><li>• How do people celebrate different festivals around the world?</li><li>• What religion do you celebrate?</li><li>• What festival do you celebrate?</li><li>• Do you celebrate any?</li><li>• What places are special to people?</li><li>• What is Chinese New Year?</li><li>• Who celebrates Chinese New Year?</li><li>• How is it celebrated in our country and in China?</li><li>• What is Shrove Tuesday?</li><li>• What is Ah Wednesday?</li><li>• What is the difference between Shrove Tuesday and Ash Wednesday?</li><li>• What do they make on Shrove Tuesday?</li><li>• Why do they have pancakes to celebrate Shrove Tuesday?</li></ul>	<p><b><u>Key Vocabulary:</u></b></p> <p>Religion Festivals World Special World book day Ramadan Mother’s Day Easter Celebration Fireworks</p> <p><b>By the end of Spring Term 2 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>• About Ramadan, Easter and Mother’s Day and the importance of each of these events/festivals</li><li>• That people have different religions and beliefs and celebrate them in their own way</li><li>• What the celebration of each of the events/festivals is about</li><li>• How each of the different religions/events are celebrated around the world</li></ul> <p><b>By the end of Spring Term 2 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Be able to discuss and compare their own experiences of religion and festivals.</li><li>• To use specific vocabulary within the provisions that relates to religious festivals.</li><li>• Talk about and discuss some similarities and differences between different cultural and religious communities within our community, drawing on what has been taught and read to them in class.</li><li>• Recognise that people have different beliefs and celebrate special times in different ways – children to learn about how Ramadan, Easter, Mother’s Day is celebrated in our community and that of others</li></ul> <p><b><u>Questions to ask:</u></b></p> <ul style="list-style-type: none"><li>• What is a festival?</li><li>• What is religion?</li><li>• Who celebrates religion?</li><li>• How do people celebrate religion around the world?</li><li>• How do people celebrate different festivals around the world?</li><li>• What religion do you celebrate?</li><li>• What festival do you celebrate?</li><li>• Do you celebrate any?</li><li>• What places are special to people?</li><li>• What is Ramadan?</li><li>• Who does Ramadan?</li><li>• Why do they do Ramadan?</li><li>• How do they end Ramadan?</li><li>• How long do they do Ramadan for?</li><li>• What is Easter?</li><li>• How do people celebrate Easter?</li><li>• Who celebrates Easter?</li><li>• When is Easter?</li><li>• What is the Easter story?</li><li>• Who is Jesus?</li><li>• How is Easter celebrated around the world?</li></ul>	<p><b><u>Key Vocabulary:</u></b></p> <p>Religion Festivals World Special Eid Father’s Day Celebration Fireworks</p> <p><b>By the end of Summer Term 2 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>• About Eid and Father’s Day and the importance of each of these events/festivals</li><li>• That people have different religions and beliefs and celebrate them in their own way</li><li>• What the celebration of each of the events/festivals is about</li><li>• How each of the different religions/events are celebrated around the world</li></ul> <p><b>By the end of Summer Term 2 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Be able to discuss and compare their own experiences of religion and festivals.</li><li>• To use specific vocabulary within the provisions that relates to religious festivals.</li><li>• Talk about and discuss some similarities and differences between different cultural and religious communities within our community, drawing on what has been taught and read to them in class.</li><li>• Recognise that people have different beliefs and celebrate special times in different ways – children to learn about how Eid and Father’s Day is celebrated in our community and that of others</li></ul> <p><b><u>Questions to ask:</u></b></p> <ul style="list-style-type: none"><li>• What is a festival?</li><li>• What is religion?</li><li>• Who celebrates religion?</li><li>• How do people celebrate religion around the world?</li><li>• How do people celebrate different festivals around the world?</li><li>• What religion do you celebrate?</li><li>• What festival do you celebrate?</li><li>• Do you celebrate any?</li><li>• What places are special to people?</li><li>• What is Eid?</li><li>• Who celebrates Eid?</li><li>• Why do they celebrate Eid?</li><li>• What is Father’s Day?</li></ul>
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<b>PSED/ British Values</b>	<p>Be happy, settled confident in their new environments. Learning new rules and boundaries. Be able to express their own preferences and talk about them. Celebrations – learning and respecting own and others beliefs. Build constructive relationships Begin to show perseverance in face of challenge</p>	<p>To continue building constructive relationships with their peers and teachers Express their feelings – using check in board, and identify and moderate their own feelings socially and emotionally Manage their own needs Take turns and work as a team with others Anti-bullying week Dentist visit (book/letter to parents) Optician visit (book/letter to parents) Road safety week</p>	<p>Internet safety week – screen time and what is healthy Mental health week</p>	<p>Festivals/religions being celebrated Mother’s Day</p>	<p>Mental Health Week Walk to school week – healthy eating, balanced diet and exercise teaching the children the importance</p>	<p>Festivals/religions that children are celebrating Father’s Day</p>
	<p><b><u>Key vocabulary:</u></b> Rules Valuable Unique Beliefs Friend Challenge</p> <p><b>By the end of Autumn 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"> <li>To Learn what rules and boundaries are</li> <li>To learn to respect their own and others beliefs</li> <li>To know how to build constructive relationships with peers and teachers</li> <li>See themselves as valuable individuals</li> <li>To learn ho to express their feelings and consider the feelings of others</li> </ul> <p><b>By the end of Autumn 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"> <li>To be able to express their own preferences and talk about them</li> <li>To be able to come up with class rules and these rules will be embedded so the children are able to re-tell and show how they respect and follow the rules and boundaries in school</li> <li>Through circle time, games, story times and activities that are set within the provision children will be able to build constructive relationships with their peers and teachers. They will learn how to have respectful and kind relationships with each other and how to share things</li> <li>Through parental engagement – this could be through email, speaking with parents or wow moments that they bring in we share with the child and the rest of the class, star of the week and achievement assemblies’</li> </ul>	<p><b><u>Key vocabulary:</u></b> Rules Valuable Unique Beliefs Friend Challenge Dentist Optician Health</p> <p><b>By the end of Autumn Term 2 children will know (Knowledge)</b></p> <ul style="list-style-type: none"> <li>To learn to respect their own and others beliefs</li> <li>To know how to build constructive relationships with peers and teachers</li> <li>See themselves as valuable individuals</li> <li>To learn how to express their feelings and consider the feelings of others</li> <li>To learn how to moderate their own feelings</li> <li>To manage their own needs</li> <li>To make friends and be able to consider their feelings</li> <li>Begin to talk about the importance of their overall health and well being</li> <li>What a dentist is</li> <li>What an optician is</li> <li>How to be a safe pedestrian</li> </ul> <p><b>By the end of Autumn Term 2 children will be able to (skills)</b></p> <ul style="list-style-type: none"> <li>To be able to express their own preferences and talk about them</li> <li>To be able to come up with class rules and these rules will be embedded so the children are able to re-tell and show how they respect and follow the rules and boundaries in school</li> <li>Through circle time, games, story times and activities that are set within the provision children will be able to build constructive relationships with their peers and teachers. They will learn how to have</li> </ul>	<p><b><u>Key vocabulary:</u></b> Internet Safe Screen time Feelings Unique Well being Health</p> <p><b>By the end of Spring Term 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"> <li>About internet safety and the importance of staying safe online and what is sensible amounts of screen time</li> <li>how to express their own feelings</li> <li>think of the perspective of others</li> <li>Begin to talk about the importance of their overall health and well being</li> </ul> <p><b>By the end of Spring Term 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"> <li>Discuss and use the internet safely and understand the importance of sensible screen time</li> <li>Express their own feelings</li> <li>Understand the feelings of others</li> <li>Talk about their health and well being and the importance of this</li> </ul>		<p><b><u>Key vocabulary:</u></b> Safe Wellbeing Health Feelings Walking Challenge</p> <p><b>By the end of Summer Term 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"> <li>how to express their own feelings</li> <li>think of the perspective of others</li> <li>Begin to talk about the importance of their overall health and well being</li> </ul> <p><b>By the end of Summer Term 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"> <li>Express their own feelings</li> <li>Understand the feelings of others</li> <li>Talk about their health and wellbeing and the importance of this</li> </ul>	

	<p>children will be able to see themselves as unique individuals</p> <ul style="list-style-type: none"><li>• Through team building games, problem solving activities like puzzles children will be able to work through and begin to show resilience in face of challenge</li><li>• Through our check in board that children will use everyday in the morning children will be able to independently express how they are feeling and teachers are then able to respond to the children about feelings and how we can express them in a positive way</li></ul>	<p>respectful and kind relationships with each other and how to share things</p> <ul style="list-style-type: none"><li>• Through parental engagement – this could be through email, speaking with parents or wow moments that they bring in we share with the child and the rest of the class, star of the week and achievement assemblies’ children will be able to see themselves as unique individuals</li><li>• Through team building games, problem solving activities like puzzles children will be able to work through and begin to show resilience in face of challenge</li><li>• Through our check in board that children will use every day in the morning children will be able to independently express how they are feeling and teachers are then able to respond to the children about feelings and how we can express them in a positive way</li><li>• Make friends and consider their feelings</li><li>• Through stories we will teach children to be good friends and they will be able to talk about what makes a good friend from what they have read in class and what has been taught</li><li>• Talk about the different factors that support their overall health and well being (visits from dentist and optician)</li><li>• Talk about how to be a safe pedestrian</li></ul>				
<b>EAD</b>	<p>Imaginative play and talk in the home corner. Block play. Role play and stories Christmas nativity – singing Christmas songs. Musical instruments. Exploring colour, texture and using a variety of media.</p>		<p>Role play and stories. Observational drawings and paintings of flowers. Exploring colour mixing Building repertoire of assembly songs Junk modelling Construction – encouraging planning of designs before building</p>		<p>Create representations of different things through combining different materials. To talk about their own work and the work of others in a positive way. Role play and shared reading. Exploring colour, texture and using a variety of media.</p>	
<b>Music</b>	<p><b>Charanga:</b> <b>Unit 1 – me</b> Find the pulse Explore pulses, rhythm and pitch, explore voices</p> <p><b><u>Key Vocabulary:</u></b> Pulse Songs Rhythm High and low sounds Voices</p> <p><b>By the end of Autumn 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>• To know different nursery rhymes</li><li>• To know some of the stories of nursery rhymes</li><li>• To know that we can move to the pulse of music</li><li>• To know that the words of songs can tell stories and paint pictures</li></ul> <p><b>By the end of Autumn 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Listen attentively, move to and talk about music expressing their feelings and responses</li><li>• Sing in a group or on their own, increasing the pitch and following the melody</li></ul>	<p>National Nursery Rhyme week 13<sup>th</sup> – 17<sup>th</sup> November 2023 <b>Charanga:</b> <b>Unit 2 – My stories</b> Find the pulse Rhythm Explore high and low pitch Invent a pattern to go with a song using one note</p> <p><b><u>Key Vocabulary:</u></b> Pulse Songs Rhythm High and low pitch</p> <p><b>By the end of Autumn 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>• To know that we can move to the pulse of the music</li><li>• To know that the words of songs can tell stories and paint pictures</li><li>• To know a performance is sharing music</li><li>• To know and identify and match instrumental sounds, for example, hearing a shaker and indicating that they understand that it is a shaker</li></ul>	<p><b>Charanga:</b> <b>Unit 3 – Everyone!</b> Invent ways to find the pulse Rhythm High pitch and low pitch Using the starting note to explore melodic patterns</p> <p><b><u>Key Vocabulary:</u></b> Pulse Songs Rhythm High and low pitch</p> <p><b>By the end of Autumn 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>• To know that we can move to the pulse of the music</li><li>• To know that the words of songs can tell stories and paint pictures</li><li>• To know that songs have sections</li><li>• To know a performance is sharing music</li></ul> <p><b>By the end of Autumn 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Listen attentively, move to and talk about music expressing their feelings and responses</li><li>• Sing in a group or on their own, increasing the pitch and following the melody</li><li>• Remember and sing entire songs</li></ul>	<p><b>Charanga:</b> <b>Unit 4 – Our World</b> Find the pulse and show others your ideas Rhythm High pitch and low pitch Using the starting note to explore melodic patterns</p> <p><b><u>Key Vocabulary:</u></b> Pulse Songs Rhythm High and low pitch</p> <p><b>By the end of Autumn 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>• To know that we can move to the pulse of the music</li><li>• To know that the words of songs can tell stories and paint pictures</li><li>• To know that songs have sections</li><li>• To know a performance is sharing music</li></ul> <p><b>By the end of Autumn 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Listen attentively, move to and talk about music expressing their feelings and responses</li><li>• Sing in a group or on their own, increasing the pitch and following the melody</li></ul>	<p><b>Charanga:</b> <b>Unit 5 – Big Bear Funk</b> Find the pulse and show others your ideas Rhythm High pitch and low pitch Using the starting note to explore melodic patterns</p> <p><b><u>Key Vocabulary:</u></b> Pulse Songs Rhythm High and low pitch</p> <p><b>By the end of Autumn 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>• To know that we can move to the pulse of the music</li><li>• To know that the words of songs can tell stories and paint pictures</li><li>• To know that songs have sections</li><li>• To know a performance is sharing music</li></ul> <p><b>By the end of Autumn 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Listen attentively, move to and talk about music expressing their feelings and responses. To be able to</li></ul>	<p><b>Charanga:</b> <b>Unit 6 – Reflect, Rewind and Replay</b> Find the pulse and show others your ideas Rhythm High pitch and low pitch Using the starting note to explore melodic patterns</p> <p><b><u>Key Vocabulary:</u></b> Pulse Songs Rhythm High and low pitch</p> <p><b>By the end of Autumn 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>• To know that we can move to the pulse of the music</li><li>• To know that the words of songs can tell stories and paint pictures</li><li>• To know that songs have sections</li><li>• To know a performance is sharing music</li></ul> <p><b>By the end of Autumn 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Listen attentively, move to and talk about music expressing their</li></ul>

	<ul style="list-style-type: none"><li>• Sing a few familiar songs and nursery rhymes</li><li>• Listen with increased attention to sounds</li><li>• Remember and sing entire songs</li><li>• Learn that music can touch your feelings</li><li>• Enjoy moving to music by dancing, marching, being animals or pop stars</li><li>• Perform nursery rhymes by singing and adding actions or dance</li><li>• Create sounds in vocal sound games for example, apple pie game (changing voice to make different sounds)</li><li>• Repeat and copy short rhythmic and melodic patterns for example, body percussion tapping a pattern (links in with maths)</li></ul>	<p><b>By the end of Autumn 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Listen attentively, move to and talk about music expressing their feelings and responses</li><li>• Sing in a group or on their own, increasing the pitch and following the melody</li><li>• Remember and sing entire songs</li><li>• Learn that music can touch your feelings</li><li>• Enjoy moving to music by dancing, marching, being animals or pop stars</li><li>• Perform nursery rhymes by singing and adding actions or dance</li><li>• Listen carefully to rhymes and songs, playing attention to how they sound</li><li>• Watch and talk about dance and performance, expressing their feelings and responses</li><li>• Repeat and copy short rhythmic and melodic patterns for example, body percussion tapping a pattern (links in with maths)</li><li>• Play instruments with control to play loud and quiet (dynamics) and fast and slow (tempo)</li><li>• Tap rhythms to accompany words, for example syllables of names, words or lyrics of a song</li></ul> <p><b>This term we will also be taking part in the National Nursery Rhyme week</b></p>	<ul style="list-style-type: none"><li>• Learn that music can touch your feelings</li><li>• Enjoy moving to music by dancing, marching, being animals or pop stars</li><li>• Perform nursery rhymes by singing and adding actions or dance</li><li>• Listen carefully to rhymes and songs, playing attention to how they sound</li><li>• Watch and talk about dance and performance, expressing their feelings and responses</li><li>• Know rhymes, songs and poems</li></ul>	<ul style="list-style-type: none"><li>• Remember and sing entire songs</li><li>• Learn that music can touch your feelings</li><li>• Enjoy moving to music by dancing, marching, being animals or pop stars</li><li>• Perform nursery rhymes by singing and adding actions or dance</li><li>• Listen carefully to rhymes and songs, playing attention to how they sound</li><li>• Watch and talk about dance and performance, expressing their feelings and responses</li><li>• Know rhymes, songs and poems</li><li>• Show control to hold and play instruments to produce a musical sound (to play instrument correctly)</li><li>• Keep a steady beat while playing instruments</li></ul>	<p>compare two different pieces of music and talk about</p> <ul style="list-style-type: none"><li>• Sing in a group or on their own, increasing the pitch and following the melody</li><li>• Remember and sing entire songs</li><li>• Learn that music can touch your feelings</li><li>• Enjoy moving to music by dancing, marching, being animals or pop stars</li><li>• Perform nursery rhymes by singing and adding actions or dance</li><li>• Listen carefully to rhymes and songs, playing attention to how they sound</li><li>• Watch and talk about dance and performance, expressing their feelings and responses</li><li>• Know rhymes, songs and poems</li><li>• Perfume songs, rhymes, poems and stories with others</li><li>• Sing a range of well-known nursery rhymes and songs</li><li>• Representing sounds using symbols or pictures, for example, each child has an instrument as a small group you create a line of music using the pictures of their instruments. Children with support read and play the music at the correct time</li></ul>	<p>feelings and responses. To be able to compare two different pieces of music and talk about</p> <ul style="list-style-type: none"><li>• Sing in a group or on their own, increasing the pitch and following the melody</li><li>• Remember and sing entire songs</li><li>• Learn that music can touch your feelings</li><li>• Enjoy moving to music by dancing, marching, being animals or pop stars</li><li>• Perform nursery rhymes by singing and adding actions or dance</li><li>• Listen carefully to rhymes and songs, playing attention to how they sound</li><li>• Watch and talk about dance and performance, expressing their feelings and responses</li><li>• Know rhymes, songs and poems</li><li>• Perfume songs, rhymes, poems and stories with others</li><li>• Sing a range of well-known nursery rhymes and songs</li><li>• Representing sounds using symbols or pictures, for example, each child has a instrument as a small group you create a line of music using the pictures of their instruments. Children with support read and play the music at the correct time</li><li>• Play along to the beat of the songs that they are singing or music being listened to (pulse, the beat of the music)</li></ul>
<b>Design and Technology</b>	<p><b><u>Key Vocabulary:</u></b> Construction Junk modelling Joins Materials Size</p> <p><b><u>What shape wheels work the best?</u></b></p> <p>Children will be taught how to do junk modelling and how to use different materials to join junk modelling together</p> <p>Create collaboratively, sharing ideas, resources and skills Using construction to build for a purpose</p> <p>Explore a range of different construction toys using gears, axels and wheels</p> <p><b><u>Designing:</u></b> children will create a vehicle that is based on their personal interests, using prior knowledge, the environments, images to support the decision on what they are creating</p> <p>Children will say what they want to make before doing so and what they want it to look like</p> <p><b><u>Making:</u></b> Mechanisms – making a vehicle that has wheels (Cross-curricular links with science, maths –</p>	<p><b><u>Key Vocabulary:</u></b> Joins Materials Size Role play Props Techniques</p> <p>Children will be taught how to do different joining techniques with different materials so that they can make props for their role play and also their own ideas within the provision.</p> <p><b><u>Techniques – I can...</u></b> Cut, label, colour, paint, fold, fringe, stick, scrunch, hole punch, link, rip, tie, draw, staple, roll, join, bend,</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Safely use and explore a variety of different tools, materials and techniques</p> <p>Make use of props and materials when role playing</p> <p>Knows when to use specific adhesives and joining techniques (glue sticks, PVA glue, sticky tape and split pins)</p>	<p><b><u>Key Vocabulary:</u></b> Construction Junk modelling Joins Materials Size Role play Techniques Props Junk modelling</p> <p>Children will be able to use their skills to make different things within the provision</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Safely use and explore a variety of different tools, materials and techniques</p> <p>Make use of props and materials when role playing</p> <p>Share their creations, explaining the process they have used</p> <p><b><u>Designing:</u></b> creating a collage based on jungle/safari theme (link to geography, history, creative, art)</p>			



	<p><b><u>Evaluation:</u></b> to explain to an adult and their peers what they have created and what it is for. They will need to label their own work and say what has worked well with their creation.</p> <p><b>By the end of Autumn Term children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>To know what different materials are</li><li>To know and understand what construction materials are within the classroom</li><li>To understand what a house is made of</li></ul> <p><b>By the end of Autumn Term children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>To be able to create collaboratively, share ideas, resources and skills to use construction materials to build for a purpose</li><li>To be able to explore different materials freely, in order to develop their ideas about how to use them and what to make</li></ul>	<p>Knows that paper can be joined in several ways and is able to apply this knowledge in their creative work</p> <p><b><u>Designing:</u></b> children will create a role play prop</p> <p>Children will say what they want to make before doing so and what they want it to look like</p> <p><b><u>Making:</u></b> Making props to support their role play (Cross-curricular links with science, maths, creative, literacy)</p> <p><b><u>Evaluation:</u></b> to explain to an adult and their peers what they have created and what it is for and to be able to play with what they have created. They will need to label their own work and say what has worked well with their creation.</p> <p><b>By the end of Spring Term children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>To know different techniques to be able to make different role play props and ideas within the provision</li><li>Understand and know how to do the techniques</li></ul> <p><b>By the end of Spring Term children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>To be able to use different techniques that have been taught in making props for role play and ideas they have within the provision</li><li>To safely use and explore a variety of materials, tools and techniques to create different things</li></ul>	<p>Children will say what they want to make before doing so and what they want it to look like and explain the techniques that they want to use and why they are using specific papers, textiles</p> <p><b><u>Making:</u></b> Make a collage, using materials to stick it together and joining different materials to create their collage</p> <p><b><u>Evaluation:</u></b> Share their creation and explain the process that they have used and showing pride in what hey have created. They will need to label their own work and say what has worked well with their creation.</p> <p><b>By the end of Summer Term children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>To know different techniques to be able to make different role play props and ideas within the provision</li></ul> <p><b>By the end of Summer Term children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>To be able to confidently and safely use different techniques that they have been taught within the provision</li></ul>
Art	<p><b><u>Key Vocabulary:</u></b> Drawing Paint Colours Primary Feelings (and the different types we have) Mondrian</p> <p><b><u>Artist:</u></b> Mondrian</p> <p><b>By the end of Autumn Term children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>To know what a paintbrush is and how to hold it</li><li>To know what the primary colours are</li><li>To know what different mediums are (sponges, vegetables, objects from around the classroom)</li><li>To learn how to colour mix primary colours to create secondary colours</li><li>To know how to hold a pencil correctly to form different shapes</li><li>To know what an artist is</li><li>Who Mondrian is and what he does</li></ul> <p><b>By the end of Autumn Term children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>Be able to explore making marks and drawing</li><li>Be able to use a paintbrush, children create a painting using different colours that they want to use</li><li>To be able to use different mediums to create different effects</li><li>Through stories, teaching and modelling, children will be able to explore different colours and how to mix primary colours and make secondary colours</li><li>Be able to draw with more detail when in the provision. Have mark making and drawing opportunities in different areas of the provision and outdoors</li><li>Through stories, teaching and modelling children will be able to show feelings through drawings</li></ul> <p><b><u>Questions to ask:</u></b></p> <ul style="list-style-type: none"><li>Who is the Artist Mondrian?</li><li>What does he do?</li><li>What does he paint?</li></ul>	<p><b><u>Key Vocabulary:</u></b> Drawing Paint Colours Feelings (and the different types we have) Ted Harrison Arctic and Antarctic Back ground Landscape</p> <p><b><u>Artist:</u></b> Ted Harrison</p> <p><b>By the end of Spring Term children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>To know what a paintbrush is and how to hold it</li><li>To know what the primary colours are</li><li>To know what different mediums are (sponges, vegetables, objects from around the classroom)</li><li>To learn how to colour mix primary colours to create secondary colours</li><li>To know how to hold a pencil correctly to form different shapes</li><li>To know what an artist is</li><li>Who Ted Harrison is and what he draws/paints</li><li>Understand what a background is</li><li>Understand what a landscape is</li></ul> <p><b>By the end of Spring Term children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>Be able to explore making marks and drawing</li><li>Be able to use a paintbrush, children create a painting using different colours that they want to use</li><li>To be able to use different mediums to create different effects</li><li>Through stories, teaching and modelling, children will be able to explore different colours and how to mix primary colours and make secondary colours</li><li>Be able to draw with more detail when in the provision. Have mark making and drawing opportunities in different areas of the provision and outdoors</li><li>Through stories, teaching and modelling children will be able to show feelings through drawings</li><li>Make a picture with a background and use different artistic effects to express their ideas and feelings</li></ul> <p><b><u>Questions to ask:</u></b></p>	<p><b><u>Key Vocabulary:</u></b> Drawing Paint Colours Feelings (and the different types we have) Ted Harrison Arctic and Antarctic Back ground Landscape Primary Secondary Brush stroke Small and large brushes</p> <p><b>By the end of Summer Term children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>To know what a paintbrush is and how to hold it</li><li>To know what the primary colours are</li><li>To know what different mediums are (sponges, vegetables, objects from around the classroom)</li><li>To learn how to colour mix primary colours to create secondary colours</li><li>To know how to hold a pencil correctly to form different shapes</li><li>To know what an artist is</li><li>Who Ted Harrison is and what he draws/paints</li><li>Understand what a background is</li><li>Understand what a landscape is</li></ul> <p><b>By the end of Summer Term children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>Be able to explore making marks and drawing</li><li>Be able to use a paintbrush, children create a painting using different colours that they want to use</li><li>To be able to use different mediums to create different effects</li><li>Through stories, teaching and modelling, children will be able to explore different colours and how to mix primary colours and make secondary colours</li><li>Be able to draw with more detail when in the provision. Have mark making and drawing opportunities in different areas of the provision and outdoors</li><li>Through stories, teaching and modelling children will be able to show feelings through drawings</li></ul>

	<ul style="list-style-type: none"><li>How does this artist make you feel? (give the children some examples so they know how to answer questions like this)</li><li>What colours does he use?</li><li>Do you like the art work?</li></ul>	<ul style="list-style-type: none"><li>Who is the Artist Ted Harrison?</li><li>What does he do?</li><li>What does he paint?</li><li>What colours does he use?</li><li>How does this artist make you feel?</li><li>Do you like the art work?</li></ul>	<ul style="list-style-type: none"><li>Make a picture with a background and use different artistic effects to express their ideas and feelings</li></ul> <p>Children will explore, use and refine a variety of artistic effects within the provision to express their own ideas and feelings</p>
Food Technology	<p><b>Key Vocabulary:</b></p> <p>Sandwich</p> <p>Filling</p> <p>Spread</p> <p>Hygiene</p> <p>Instruction</p>	<p><b>Key Vocabulary:</b></p> <p>Easter</p> <p>Nests</p> <p>Measure</p> <p>Mix</p> <p>Solid</p> <p>Liquid</p>	<p><b>Key Vocabulary:</b></p> <p>Fruit</p> <p>Healthy</p> <p>Cutting</p> <p>Chop</p> <p>Balance</p> <p>Diet</p>
	<p><b>Sandwiches – picnic in the park</b></p> <p><b>By the end of Autumn Term children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>Using a knife to spread</li><li>Make choices of what they want (preferences)</li><li>Talk about the importance of handwashing and good hygiene when preparing food</li><li>To be able to follow a simple instruction</li></ul>	<p><b>Easter nests</b></p> <p><b>By the end of Spring Term children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>Mix ingredients together</li><li>Measure ingredients using scales</li><li>Use electronic equipment to heat up and melt chocolate</li><li>Children to understand how solids when heated up change into a liquid</li><li>To follow a simple set of instructions</li><li>Talk about the importance of handwashing and good hygiene when preparing food</li></ul>	<p><b>Fruit salad</b></p> <p><b>By the end of Summer Term children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>To use a knife to chop up fruit and know how to use this tool safely and confidently with an adult supporting them</li><li>Make choices of what they want (preferences)</li><li>To follow a simple set of instructions</li><li>Talk about the importance of handwashing and good hygiene when preparing food</li><li>Talk about the importance of healthy food and having a balanced diet</li></ul>
Physical development	<p>Funky finger activities.</p> <p>Balance ability.</p> <p>Big moves.</p> <p>Dough disco</p> <p>Using scissors and one-handed tools</p> <p>Name writing and pencil control</p> <p>Play dough</p> <p>Toileting</p> <p>Self-dressing</p> <p>Learning to use the outdoor correctly</p> <p>Self-help skills – using knife and forks, making healthy choices.</p>	<p>Develop small motor skills using a range of different tools</p> <p>Handwriting</p> <p>Dough disco</p> <p>Play dough</p> <p>Cutting activities</p> <p>Name writing and pencil control</p> <p>Funky fingers activities</p> <p>Holding a pencil correctly</p> <p>Showing accuracy and care when drawing</p>	<p>Holding pencil with an effective tripod grip in order to have more fluency in their handwriting</p> <p>Forming letters correctly</p> <p>Uses a range of different tools confidently and safely</p>
	<p><b>By the end of Autumn Term children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>What rolling, crawling, walking, jumping, running, hopping, skipping and climbing is</li><li>What balance means</li><li>To learn how to hold a pencil correctly</li><li>To learn how to hold a pair of scissors and how to make snips in the paper</li></ul> <p><b>By the end of Autumn Term children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>To be able to revise and refine fundamental skills like rolling, crawling, walking, jumping, running, hopping, skipping and climbing</li><li>To be able to develop their body strength, coordination, balance and agility</li><li>To be able use a pencil correctly</li><li>To be able to hold a pair of scissors and cut correctly</li><li>To be able to hold and use a knife and fork and use them independently</li><li>To be able to hold a paintbrush and paint with it</li></ul>	<p><b>By the end of Spring Term children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>What rolling, crawling, walking, jumping, running, hopping, skipping and climbing is</li><li>What balance means</li><li>To learn how to hold a pencil correctly</li><li>To learn how to hold a pair of scissors and how to make snips in the paper</li></ul> <p><b>By the end of Spring Term children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>To be able to revise and refine fundamental skills like rolling, crawling, walking, jumping, running, hopping, skipping and climbing</li><li>To be able to develop their body strength, coordination, balance and agility</li><li>To be able use a pencil correctly</li><li>To be able to hold a pair of scissors and cut correctly</li><li>To be able to hold and use a knife and fork and use them independently</li><li>To be able to hold a paintbrush and paint with it</li><li>To form most letters correctly and be more fluent within their writing</li><li>To be able to draw with more accuracy and detail</li></ul>	<p><b>By the end of Summer Term children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>What rolling, crawling, walking, jumping, running, hopping, skipping and climbing is</li><li>What balance means</li><li>To learn how to hold a pencil correctly</li><li>To learn how to hold a pair of scissors and how to make snips in the paper</li></ul> <p><b>By the end of Summer Term children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>To be able to revise and refine fundamental skills like rolling, crawling, walking, jumping, running, hopping, skipping and climbing</li><li>To be able to develop their body strength, coordination, balance and agility</li><li>To be able use a pencil correctly</li><li>To be able to hold a pair of scissors and cut correctly</li><li>To be able to hold and use a knife and fork and use them independently</li><li>To be able to hold a paintbrush and paint with it</li><li>To form all letters correctly and be more fluent within their writing</li><li>To be able to draw with more accuracy and detail</li><li>To use a range of tools confidently and safely, including paintbrushes, scissors, knife and fork, pencils</li></ul>
Computing	<p>IWB – games, mark making, learn pads, Red IWB independent learning.</p>	<p>Safer Internet week 6<sup>th</sup> Feb 2024</p> <p>Beebots</p>	<p>Computer suite – learning how to turn the computer on ad off</p> <p>Recognising the letters on the keyboard</p> <p>Mouse skills</p> <p>Typing words and sentences</p> <p>Internet safety</p>
	<p><b>Key Vocabulary:</b></p> <p>Rules</p> <p>Instructions</p> <p>Explore</p> <p>Investigate</p>	<p><b>Key Vocabulary:</b></p> <p>Rules</p> <p>Beebots</p> <p>Instructions</p> <p>Explore</p> <p>Investigate</p>	<p><b>Key Vocabulary:</b></p> <p>Instructions</p> <p>On</p> <p>Off</p> <p>Click</p>
	<p><b>By the end of Autumn Term children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>How use electronic toys to do what they want them to do</li><li>How to follow a set of instructions, that may include more than 2 parts</li><li>How to explore how things work</li></ul>	<p><b>By the end of Spring Term children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>How use electronic toys to do what they want them to do</li></ul>	

	<ul style="list-style-type: none"><li>How to develop their fine motor skills so that they can use a range of tools and resources competently, safely and confidently</li></ul> <p><b>By the end of Autumn Term children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>Be able to remember a set of rules independently</li><li>Be able to follow a set of simple instructions independently, without having to be reminded</li><li>Be able to programme different electronic toys to do what they want them to do</li></ul>	<ul style="list-style-type: none"><li>How to follow a set of instructions, that may include more than 2 parts</li><li>How to explore how things work</li><li>How to develop their fine motor skills so that they can use a range of tools and resources competently, safely and confidently</li><li>How to programme an electronic device to make it move in different directions</li><li>What internet safety is and how they can be safe online</li></ul> <p><b>By the end of Spring Term children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>Be able to remember a set of rules independently</li><li>Be able to follow a set of simple instructions independently, without having to be reminded</li><li>Be able to programme different electronic toys to do what they want them to do</li><li>Talk about internet safety and discuss how they can stay safe online</li></ul>	Mouse Keyboard Screen Capital letters			
			<p><b>By the end of Summer Term children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>How use electronic toys to do what they want them to do</li><li>How to follow a set of instructions, that may include more than 2 parts</li><li>How to explore how things work</li><li>How to develop their fine motor skills so that they can use a range of tools and resources competently, safely and confidently</li><li>How to turn the computer on and off</li><li>What a computer is and understand what we use them for</li></ul> <p><b>By the end of Summer Term children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>Be able to remember a set of rules independently</li><li>Be able to follow a set of simple instructions independently, without having to be reminded</li><li>Be able to programme different electronic toys to do what they want them to do</li><li>Turn the computer on and off</li><li>Use a computer</li><li>Type words and sentences on a keyboard</li><li>Link capital letters with lower case letters</li><li>Use a mouse with increasing control</li><li>Talk about how to use a computer safely and talk about internet safety</li></ul>			
PE	<p><b><u>First PE (6 weeks)</u></b></p> <p><b><u>Key Vocabulary:</u></b></p> <p>Safe Space Bounce Push Pat Throw Catch Roll</p> <p><b>By the end of Autumn Term 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>What space means and how to find a space. Why it is important to find a space, negotiate spaces and look around</li><li>Be able to understand what catching is and how to catch spreading fingers as wide as possible and making a basket with their hands to be able to catch an object</li></ul> <p><b>By the end of Autumn Term 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>Negotiate spaces and obstacles safely</li><li>Demonstrate strength, balance and coordination</li><li>Move energetically like, running, hopping, jumping, skipping, walking (fundamental skills)</li></ul> <p><b><u>Fitness and Fundamental movement skills (5 weeks)</u></b></p> <p><b><u>Key Vocabulary:</u></b></p> <p><b>By the end of Autumn 1 children will know (Knowledge)</b></p>	<p><b><u>Superhero Dance (6 weeks)</u></b></p> <p><b><u>Key Vocabulary:</u></b></p> <p>Space Perform Moving Listen</p> <p><b>By the end of Autumn Term 2 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>What space means and how to find a space. Why it is important to find a space, negotiate spaces and look around</li><li>How to listen effectively and move in time to music</li><li>How to perform dances that they have created to their peers and teachers</li></ul> <p><b>By the end of Autumn Term 2 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>Move in different ways</li><li>Dance at different levels</li><li>Experiment with dancing in different directions</li><li>Demonstrate strength, balance and coordination</li></ul> <p><b><u>Outdoor Adventure (6 weeks)</u></b></p> <p><b><u>Key Vocabulary:</u></b></p> <p><b>By the end of Autumn 2 children will know (Knowledge)</b></p> <p><b>By the end of Autumn Term 2 children will be able to (skills)</b></p>	<p><b><u>Football Fundamental skills (6 weeks)</u></b></p> <p><b><u>Key Vocabulary:</u></b></p> <p>Forward Look Balance Close Move Around Safe</p> <p><b>By the end of Spring Term 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>What space means and how to find a space. Why it is important to find a space, negotiate spaces and look around</li><li>How to move the ball with small touches and keeping the ball close by</li><li>How to pass the ball and kick the ball to a partner.</li></ul> <p><b>By the end of Spring Term 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>Negotiate spaces and obstacles safely</li><li>Demonstrate strength, balance and coordination</li><li>Move energetically like, running, hopping, jumping, skipping, walking (fundamental skills)</li><li>Dribble the ball close to their feet</li></ul> <p><b><u>Apparatus (6 weeks)</u></b></p> <p><b><u>Key Vocabulary:</u></b></p> <p>Apparatus Safe Climb Up</p>	<p><b><u>Enjoy a ball (4 weeks)</u></b></p> <p><b><u>Key Vocabulary:</u></b></p> <p>Hop Skip Jump Run Ball Team Target Slow Fast</p> <p><b>By the end of Spring Term 2 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>What space means and how to find a space. Why it is important to find a space, negotiate spaces and look around</li><li>How to move the ball with small touches and keeping the ball close by</li><li>How to pass the ball and kick the ball to a partner.</li><li>How to run with a ball, keeping their heads up to make sure that they know what is around them</li></ul> <p><b>By the end of Spring Term 2 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>Negotiate spaces and obstacles safely</li><li>Demonstrate strength, balance and coordination</li><li>Move energetically like, running, hopping, jumping, skipping, walking (fundamental skills)</li><li>Dribble the ball close to their feet</li><li>Run with a ball safely and confidently</li><li>Develop and refine a range of ball skills</li><li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</li></ul>	<p><b><u>Fairy Tale Dance (7 weeks)</u></b></p> <p><b><u>Key Vocabulary:</u></b></p> <p>Space Perform Moving Listen Spell Broom Fairy Magic</p> <p><b>By the end of Summer Term 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>What space means and how to find a space. Why it is important to find a space, negotiate spaces and look around</li><li>How to listen effectively and move in time to music</li><li>How to perform dances that they have created to their peers and teachers</li></ul> <p><b>By the end of Summer Term 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>Negotiate spaces and obstacles safely</li><li>Move in different ways</li><li>Dance at different levels</li><li>Experiment with dancing in different directions</li><li>Demonstrate strength, balance and coordination</li></ul> <p><b><u>Tennis (7 weeks)</u></b></p> <p><b><u>Key Vocabulary:</u></b></p> <p>Throw Catch Trick</p>	<p><b><u>Gymnastics (6 weeks)</u></b></p> <p><b><u>Key Vocabulary:</u></b></p> <p>Jump Strong Rock Safe Move Stretch Crawl Star</p> <p><b>By the end of Summer Term 2 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>What space means and how to find a space. Why it is important to find a space, negotiate spaces and look around</li><li>How to listen effectively and move in time to music</li><li>How to jump and land effectively and confidently</li><li>How to roll, tucking in legs and chin</li><li>How to use apparatus</li></ul> <p><b>By the end of Summer Term 2 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>Negotiate spaces and obstacles safely</li><li>Move in different ways</li><li>Demonstrate strength, balance and coordination</li><li>Use different fundamental skills confidently</li></ul> <p><b><u>Athletics (6 weeks)</u></b></p> <p><b><u>Sports day</u></b></p> <p><b><u>Key Vocabulary:</u></b></p> <p>March</p>



	<b>By the end of Autumn Term 1 children will be able to (skills)</b>		<p>Down Space Move Around</p> <p><b>By the end of Spring Term 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>• Negotiate spaces and obstacles safely</li><li>• Demonstrate strength, balance and coordination</li><li>• How to use apparatus safely and confidently</li></ul> <p><b>By the end of Spring Term 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Negotiate spaces and obstacles safely</li><li>• Demonstrate strength, balance and coordination</li><li>• How to confidently and safely use a range of large and small apparatus indoors, alone and in small groups</li></ul>	<p><b>Multi-skills (4 weeks)</b> <u><b>Key Vocabulary:</b></u> Hop Jump Skip Run Balance Climb Imagine Safe Pirates</p> <p><b>By the end of Spring Term 2 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>• Negotiate spaces and obstacles safely</li><li>• Demonstrate strength, balance and coordination</li><li>• How to use apparatus safely and confidently</li></ul> <p><b>By the end of Spring Term 2 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Negotiate spaces and obstacles safely</li><li>• Demonstrate strength, balance and coordination</li><li>• How to confidently and safely use a range of large and small apparatus indoors, alone and in small groups</li><li>• Develop and refine a range of ball skills</li><li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</li></ul>	<p>Side-step Target Aim Bounce Balance Hop</p> <p><b>By the end of Summer Term 1 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>• Negotiate spaces and obstacles safely</li><li>• Demonstrate strength, balance and coordination</li><li>• How to use apparatus safely and confidently</li><li>• Be able to understand what catching is and how to catch spreading fingers as wide as possible and making a basket with their hands to be able to catch an object</li><li>• How to balance a ball on a racket, know what a racket is and how to use one</li></ul> <p><b>By the end of Summer Term 1 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Demonstrate strength, balance and coordination</li><li>• How to confidently and safely use a range of large and small apparatus indoors, alone and in small groups</li><li>• Develop and refine a range of ball skills</li><li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</li></ul>	<p>Quick Run Jump Fast Walk Throw Safe Hop</p> <p><b>By the end of Summer Term 2 children will know (Knowledge)</b></p> <ul style="list-style-type: none"><li>• Negotiate spaces and obstacles safely</li><li>• Demonstrate strength, balance and coordination</li><li>• What competition is and we race against others to win</li></ul> <p><b>By the end of Summer Term 2 children will be able to (skills)</b></p> <ul style="list-style-type: none"><li>• Demonstrate strength, balance and coordination</li><li>• Use different fundamental skills confidently</li><li>• Negotiate spaces and obstacles safely</li></ul>
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