Reception Long Term Planning and Progression 2026-27

ROBIN CLASS CURRICULUM OVERVIEW 2026-27						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Theme	**Can you tell me a story?**	**What is Dark? (CP2)**	**What is cold?**	**Who can help us?**	**What is at the bottom of the garden? (CP6)**	**Where shall we go today?**
Whole School Values	Respect	Compassion	Responsibility	Courage	Perseverance	Hope
Books **Literacy Tree Text / Drawing Club**	Whole school text: Flower Block – Lanisha Butterfield The 3 Little Pigs Goldilocks & the 3 Bears The 3 Billy Goats Gruff Gingerbread Man Jack & the Beanstalk	Owl Babies WOW said the Owl Whatever Next Funny Bones Day Monkey, Night Monkey Peace at Last Man on the Moon	The Emperors Egg Jack Frost The Snail and the Whale Lost and Found Penguin Small Gruffalo's Child The Polar Bear Son	Supertato Traction Man Dirty Bertie Burglar Bill Once There Were Giants	Olivers Vegetables/Olivers Fruit Salad Superworm What the Ladybird Heard The Very Hungry Caterpillar Argh Spider	A New Home for a Pirate The Lighthouse Keeper's Lunch Rainbow Fish Tiddler Sharing a Shell The Singing Mermaid
WOW **Presentation of Learning** **Celebrations** **Trips and Visits**	Family gallery Nursery rhymes and traditional songs to parents Harvest festival **Sharing 'Special Shoeboxes'**	Bonfire Night Remembrance Children in Need Anti-bullying Week Christmas Nativity **North Somerset Bird of Prey Centre** **Whole School Pantomime**	Chinese New Year Trip to the South Pole Safer Internet Day **Chinese Takeaway?** **Visit St Barnabus Church**	Easter Emergency services visit Nurse/doctor/dentist Mother's Day Science week 999 What's your Emergency **PCSO/Fire Engine Visit**	Ramadan Nature walk Growing plants - set up own Garden Centre Chartwells - Healthy foods/ cooking workshop **Chew Valley Community Farm**	Pirate Day **Trip to the seaside (Clevedon)** **RNLI Beach Buddies visit**
Parental Engagement	Nursery rhymes and traditional songs to parents	Presentation of Learning	Book presentation of learning	Stay and Play	Presentation of learning	Stay and Play
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give					

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	children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Listening, Attention and Understanding	To understand how to listen carefully To understand why listening is important and how to respond appropriately To be able to follow simple instructions Beginning to understand and answer questions related to stories they have listened to Beginning to demonstrate understanding to questions by giving an explanation	To focus during familiar adult led activities To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions and respond appropriately To respond to instructions with more than one step Use new vocabulary throughout the day Begin to understand humour	To focus during longer whole class lessons Begin to listen and do during adult led activities To follow two step instructions Using language well Ask questions to find out more and to check they understand what has been said to them	Describe events in detail – time connectives Listen carefully and why listening is important. Listen and do in a range of activities Sustained focus when listening to a story Begin to understand humour	To understand questions such as who, what, where, when, why and how Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives To follow a story without pictures or prompts To understand humour and jokes	To maintain focus during extended whole class teaching To have conversations with adults and peers with back-and-forth exchanges To give focused attention to what the teacher says, responding appropriately even when engaged in activity To follow instructions that involve several ideas or actions
Speaking	To talk about experiences that are familiar to them Model talk routines through the day e.g. arriving in school: "Good morning, how are you?" Talk to class teacher and in a familiar group sharing facts about me! (Shoe boxes) Use familiar story language (repeated phrases)	Use new vocabulary throughout the day To use vocabulary from stories To use language to recreate roles and experiences in play Begin to take part in discussion Respond to stories by answering simple recall questions To answer questions in front of the class (who and what questions)	Ask and answer how and why questions To use phonic knowledge clearly pronouncing all of the phase 2 sounds within words. Retell a story with story language Story invention – talk it! Begin to present thoughts and ideas to the class speaking clearly	Describe events in detail (Adjectives/ Prepositions such as first, second in a sentence To use new vocabulary appropriately To use full sentences to express ideas and thoughts with modelling and support	To use talk to organise, sequence and clarify thinking, ideas, feelings and events To talk in sentences using a range of tenses Talk to a range of adults in school To join in a small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Able to express their ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use

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	Begin to use language to imagine and recreate roles and experiences in play situations Begin to ask questions to find out more and to check their understanding	Begin to use full sentences to express ideas and thoughts with modelling and support				of conjunctions, with modelling and support from their teacher. To make comments about what they have heard and ask questions to clarify their understanding.

The 3 Characteristics of Effective Teaching and Learning in Communication and Language are:

Playing and Exploring *Children investigate & experience things, & 'have a go'*	**Active Learning** *Children concentrate & keep on trying if they encounter difficulties, & enjoy achievements*	**Creating and Thinking Critically** *Children have & develop their own ideas, make links between ideas, & develop strategies for doing things*
• I can recognise that my actions have an effect on the world, so I like to repeat them. • I can make choices and explore different resources and materials • I can plan and think s ahead about how I will explore or play with objects. • I can guide my own thinking and actions by talking to myself as I play • I can bring experiences from home into my play • I can show awe and wonder when I learn about new experiences	• I can participate and predict routines. I enjoy my routines • I can demonstrate goal directed behaviour • I can show resilience by changing my approach to help me achieve my goal • I can show that I am motivated to keep on trying when I run into difficulties • I can set out to achieve a goal without extrinsic reward • I can celebrate my own achievements when I achieve my own goals • I can concentrate deeply when I am working on achieving my own goals	• I can participate in pretend play and think beyond the here and now • I can sort materials and resources • I can think of my own ideas and find new ways of doing things • I can solve problems, make links and patterns in my play • I can make predictions and test my ideas • I can concentrate on things that are important to me and solve real life problems • I can review my progress

Ambitious Vocabulary

• Commute • Carriage • Barge • Canoe	• Vigilant • Eloquence • Facetious • Incredulous • Indistinct	• Melodramatic • Assertive • Decisive • Brisk • Saunter	• Murmured • Wailed • Mysterious • Reciprocate • Facilitate

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	• Ingenious	• Frolicking • Amusement • Flurry • Bustle		• Tentatively • Whimsical • Intervene

	Can you tell me a story?	What is Dark? (CP2)	What is cold?	Who can help me?	What is at the bottom of the garden? (CP6)	Where shall we go today?
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Self-regulation	To be aware of class rules and routines To recognise different emotions and understand how people show emotions To learn to monitor their own feelings throughout the day to be regulated and ready to learn To focus during short whole class activities To follow one-step instructions	To talk about how they are feeling using all four Zones of Regulation To begin to consider the feelings of others during play (fairness, creating rules) To adapt behaviour to a range of situations To know some strategies to regulate their emotions Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	To develop my understanding of what is right and wrong and the consequences To appreciate and celebrate differences. Learning about setting themselves small targets and thinking and planning on how they might achieve that goal and recognise when they have achieved it To think about how they and others may feel in unkind situations and how to repair relationships	To identify and moderate their own feelings socially and emotionally when in challenging scenarios Learning about and celebrating qualities and differences showing respect and tolerance of others Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	To develop feelings of self-worth and competence To control their emotions using a range of techniques To build constructive and respectful relationships To explain the reason for rules, know right from wrong and try to behave accordingly To show an understanding of their own feelings and those of others and begin to regulate their behaviour	To be aware of changes and how to cope with them Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour

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		To recognise common forms of unkindness and bullying, such as name-calling, leaving people out				
Managing Self	To wash hands independently To put coat and socks on independently To get changed for P.E with support To explore different areas within the Year R environment To use the toilet independently To develop an understanding of what being respectful looks like	To develop class rules and understand the need to have rules To put P.E kit on independently To have confidence to try new activities	To begin to show resilience and perseverance in the face of challenge To practice doing up a zip, buttons and buckles	To develop independence when dressing and undressing for activities such as P.E and Forest Explorers To demonstrate an understanding of safe adults and how to get help from the emergency services	To identify and name healthy foods To understand the importance of healthy food choices To manage own basic needs independently	To show resilience and perseverance in the face of challenge To show a 'can do' attitude To put uniform on and do up zips, buttons and buckles with minimal support
Building Relationships	Support them to develop friendships To listen to and understand my friend's point of view and seek support of adults when needed (resolve conflicts by compromising or negotiating) Become more confident to speak to peers and adults Be aware of sharing and taking turns through play	To play with children who are playing with the same activity To self-regulate feelings and respond to other points of view, sometimes with adult support To begin to develop friendships independently To have positive relationships with all Robin Team staff	To begin to work as a group with support Use taught strategies to support turn taking and sharing To have an understanding of others wants and needs	To listen to the ideas of other children and agree on a solution and compromise To play cooperatively thinking about others wants and needs	To work as a group cooperatively taking turns Begin to develop relationships with other adults around the school forming positive relationships and friendships with peers	To have confidence to communicate with adults around the school To have strong friendships To show sensitivity to my own and others needs

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Jigsaw	Being Me in my World Who am I and how do I fit?	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Coping positively with change

The 3 Characteristics of Effective Teaching and Learning in Communication and Language are:

Playing and Exploring *Children investigate & experience things, & 'have a go'*	Active Learning *Children concentrate & keep on trying if they encounter difficulties, & enjoy achievements*	Creating and Thinking Critically *Children have & develop their own ideas, make links between ideas, & develop strategies for doing things*
• I can recognise that my actions have an effect on the world, so I like to repeat them. • I can make choices and explore different resources and materials • I can plan and think s ahead about how I will explore or play with objects. • I can guide my own thinking and actions by talking to myself as I play • I can bring experiences from home into my play • I can show awe and wonder when I learn about new experiences	• I can participate and predict routines. I enjoy my routines • I can demonstrate goal directed behaviour • I can show resilience by changing my approach to help me achieve my goal • I can show that I am motivated to keep on trying when I run into difficulties • I can set out to achieve a goal without extrinsic reward • I can celebrate my own achievements when I achieve my own goals • I can concentrate deeply when I am working on achieving my own goals	• I can participate in pretend play and think beyond the here and now • I can sort materials and resources • I can think of my own ideas and find new ways of doing things • I can solve problems, make links and patterns in my play • I can make predictions and test my ideas • I can concentrate on things that are important to me and solve real life problems • I can review my progress

Ambitious Vocabulary

• Perplexed • Remorseful • Exhilarated • Discouraged • Outraged • Intimate	• Compassionate • Overwhelmed • Perseverance • Scorned • Hesitant • Security • Consent • Imposter	• Inquisitive • Revolted • Hesitant • Astonished • Personal care • Transparent • Honest • Truthful

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	Can you tell me a story?	What is Dark? (CP2)	What is cold?	Who can help me?	What is at the bottom of the garden? (CP6)	Where shall we go today?
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Fine Motor Skills	Begin to use tweezers to move and manipulate small objects Draw lines and circles using gross motor movements Begin to trace and copy letters Hold pencil/paint brush beyond whole hand grasp pencil grip Show a dominant hand Hold scissors and cut in a straight line Hold a fork and spoon correctly	Develop muscle tone to put pencil pressure on paper To begin to use anticlockwise movement and retrace vertical lines Hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using mark making tools Accurately draw lines, circles and shapes to draw pictures Begin to form letters correctly	Handle tools, objects, construction and malleable materials with increasing control To use a tripod grip when using mark making tools Hold scissors correctly and cut along a curved line Write numbers 0-5 Thread small beads Use small pegs To write taught letters using correct formation Begin to hold and use a knife correctly Form long ladder letters correctly	To hold scissors correctly and cut out large shapes Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed To begin to colour inside the lines of a picture Forms one armed robot letters correctly Forms curly caterpillar letters correctly	Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Use a finger and thumb to sculpt smaller details To hold scissors correctly and cut out small shapes Beginning to write numerals to 20 To paint using thinner paintbrushes Independently use cutlery correctly To use a dynamic tripod grasp Forms zig zag letters correctly	Form letters most of which are correctly formed Hold a pencil correctly ready for fluent writing using a tripod grip Uses scissors with increasing accuracy

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	To use tools to cut dough- mainly linear Beginning to copy shapes (square, triangle, diamond)	To draw squares, triangles and diamonds Draw pictures that are recognisable				
Gross Motor Skills	To learn the basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. To develop fundamental movement skills such as balancing, running, jumping, hopping, skipping and travelling and changing direction. To learn how to stay safe using space, follow rules and instructions.	To safely use space, stopping safely, using and sharing equipment and working individually, with a partner and group. To develop fundamental movement skills such as running, jumping, balancing, hopping, skipping and changing direction. To play simple games and begin to understand, follow and use rules and instructions.	To explore space and how to use space safely. To explore travelling movements, shapes and balances. To choose their own actions in response to a stimulus. To copy, repeat and remember actions. To begin to counting help them keep in time with the music. To explore creating shapes, balances, and jumps and begin to develop rocking and rolling. To show an awareness of space and how to use it safely and perform basic skills on	To explore space and how to use space safely. To explore traveling actions, shapes and balances. Choose their own actions in response to a stimulus. To copy, repeat and remember actions. Continue to use counting to help them keep in time with the music. Explore creating shapes and balances, jumps and rolls. To begin to develop an awareness of space and how to use it safely. To perform basic skills on both floor and apparatus. To copy,	To develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	To develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will practise and further develop their fundamental movement skills. Children will learn and develop these skills by playing a variety of games. They will also learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules.

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			both floor and apparatus. To copy, create, remember and repeat short sequences. Begin to understand using levels and directions when traveling and balancing.	create, remember and repeat short sequences. To begin to understand using levels and directions when travelling and balancing.		
Get Set for PE	Introduction to PE: Unit 1 Fundamentals: Unit 1	Introduction to PE: Unit 2 Fundamentals: Unit 2	Dance: Unit 1 Gymnastics: Unit 1	Dance: Unit 2 Gymnastics: Unit 2	Ball Skills: Unit 1 Games: Unit 1	Ball Skills: Unit 2 Games: Unit 2

The 3 Characteristics of Effective Teaching and Learning in Physical Development are:

Playing and Exploring *Children investigate & experience things, & 'have a go'*	**Active Learning** *Children concentrate & keep on trying if they encounter difficulties, & enjoy achievements*	**Creating and Thinking Critically** *Children have & develop their own ideas, make links between ideas, & develop strategies for doing things*
• I can recognise that my actions have an effect on the world, so I like to repeat them. • I can make choices and explore different resources and materials • I can plan and think s ahead about how I will explore or play with objects. • I can guide my own thinking and actions by talking to myself as I play • I can bring experiences from home into my play • I can show awe and wonder when I learn about new experiences	• I can participate and predict routines. I enjoy my routines • I can demonstrate goal directed behaviour • I can show resilience by changing my approach to help me achieve my goal • I can show that I am motivated to keep on trying when I run into difficulties • I can set out to achieve a goal without extrinsic reward • I can celebrate my own achievements when I achieve my own goals	• I can participate in pretend play and think beyond the here and now • I can sort materials and resources • I can think of my own ideas and find new ways of doing things • I can solve problems, make links and patterns in my play • I can make predictions and test my ideas • I can concentrate on things that are important to me and solve real life problems • I can review my progress

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	• I can concentrate deeply when I am working on achieving my own goals	

Ambitious Vocabulary		
Physical	Health and wellbeing	Other
• Fielding • Striking • Landing • Stamina • Defence • Attack • Dribble • Lean • Pencil Role • Midline • Summersault • Dodge	• Oxygen • Heart rate • Wellbeing • Mental health • Wellbeing • Ravenous • Vitamins • Minerals • Canine, Molar, Premolar, Incisor • Crockery	• Caption • Sentence • Trace • Precision • Dexterity • Orientation • Sequencing • Sufficient • Technique

	Can you tell me a story?	**What is Dark? (CP2)**	**What is cold?**	**Who can help me?**	**What is at the bottom of the garden? (CP6)**	**Where shall we go today?**
Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					

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Comprehension	Listening carefully and joining in with rhymes and songs, and showing an interest in stories with repeated refrains Being aware of print in the environment. Having a favourite story/rhyme Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories using pictures to tell the story Engage in conversations about stories, learning new vocabulary	Retell stories related to events through acting/role play Retelling stories using images / actions (Pie Corbett) Use and create Story Maps to aid retelling of stories. Edit story maps and orally retelling new stories Sequence stories – use vocabulary of beginning, middle and end Answer questions about things that are read to them listening and responding appropriately Enjoy an increasing range of books Can point to front cover, back cover, spine, blurb, and title	Learning to listen to and talk about stories to build up familiarity and understanding Making up stories with themselves as the main character Encourage children to record stories through picture drawing/mark making To act out stories Begin to predict what may happen in the story Suggest how a story might end Can point to front cover, back cover, author and title. Beginning to understand that non-fiction is a non-story- it gives information instead. Fiction means story	Uses vocabulary, forms of speech and new knowledge that are increasingly influenced by their experiences of books, including non-fiction texts They develop their own narratives and explanations by connecting ideas or events To retell a story using exact repetition or own words To follow a story without pictures or props Talk about the characters in the books they are reading Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.	Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Retell a story with actions and /or picture prompts as part of a group using recently introduced story, non-fiction, rhyme or poem vocabulary. Use this language when discussing or acting out a narrative or during role play To identify rhyming words Can anticipate and explain the main key events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions Make predictions Understand that non-fiction is a non-story- it gives information instead. Fiction means story Sort books into categories Answer questions about what they have read

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					To begin to answer questions about what they have read	
Word Reading	Recognising initial sounds of phonemes taught in Phase 2 Begin to orally blend Begin to segment, and blend sounds to read Phase 2 words /sentences (VC and CVC words) To recognise their name Read some phase 2 common exception words (CEW)	Recognise all Phase 2 phonemes Blend sounds into words, so that they can read short words made up of known letter–sound correspondences Says a sound for each letter in the alphabet I can orally blend and segment CVC words Read VC and CVC words using the phonemes introduced Read simple captions To recognise other familiar names Read Phase 2 common exception words	Practise reading HF and CEW (Phase 2 and 3) words and recognise them within simple sentences Begin to recognise Phase 3 phonemes Blend and segment with Phase 3 phonemes to read words and sentences Practise reading two syllable words, captions and simple sentences Distinguishing capital letters and lower-case letters	Be able to apply Phase 2 and 3 phonemes in my reading Practise reading/ recognising CEW words. Practise reading two syllable words, captions and simple sentences Be able to read securely common exception words within a sentence Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment World Book Day	Says a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with my phonic knowledge by sound blending To read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words	Says a sound for each letter in the alphabet and at least 10 digraphs Enjoy a range of different texts Reads aloud simple sentences/books that are consistent with phonic knowledge, including common exception words Continue to read for pleasure and re-read books to develop fluency

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	Can you tell me a story?	**What is Dark? (CP2)**	**What is cold?**	**Who can help me?**	**What is at the bottom of the garden? (CP6)**	**Where shall we go today?**
Literacy- Possible Texts	The Flower Block The Colour Monster Goldilocks & the Three Bears The Three Little Pigs The Three Bily Goats Gruff The Gingerbread Man	Owl Babies Whatever Next Funny Bones Peace at Last Man on the Moon The Christmas Pine The Gruffalos Child Little Robin Red Breast	The Emperor's Egg Jack Frost The Snail and the Whale The Polar Bear Son Lost and Found Penguin Small Gruffalo's Child	Supertato Traction Man Dirty Bertie Burglar Bill Once There Were Giants	Oliver's Vegetables /Oliver's Fruit Salad What the Ladybird Heard The Very Hungry Caterpillar/Caterpillar Butterfly Arrgh Spider Jack and the Beanstalk / Jim and the Beanstalk	A New Home for a Pirate Sharing a Shell The Rainbow Fish Tiddler The Singing Mermaid
Writing	Praise all attempts of emergent writing. Clipboards in areas to encourage this (indoor and outdoor). Children will attempt to write their name Spell words by writing sounds in them and representing the sounds with a letter or letters. (Initial sounds in words, and some final/medial sounds) Begin to spell VC and CVC using phonemes introduced including	Mark making - encourage children to write recognisable letters, some of which are correctly formed. Children to be able to write their name Write CEW words for writing- the, to, no, go, I, into Spell words by writing sounds in them and representing the sounds with a letter or letters	Write recognisable letters, most of which are correctly formed Use phonic knowledge where appropriate to write CVC/CVCC words Write CEW he, we, me, be Practise writing captions and simple sentences with clear finger spaces between words	Write recognisable letters, most of which are correctly formed Spell words by writing sounds in them and representing the sounds with a letter or letters hearing sounds as they write Write simple sentences using phonic knowledge Write Phase 3 CEW	Practise writing simple phrases, captions and sentences that can be read by others Write simple sentences using phonetically plausible attempts, including more complex words (CVCC, CCVC words) and HF words Learn to write short sentences using a capital letter, full stop and finger spaces Beginning to re-read what they have written to check it makes sense	Write simple sentences, phrases and captions possibly including CVCC/CCVC words Begin to use extended sentences and develop their story writing using phonic knowledge Innovation of known texts more independently Write Phase 4 CEW

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	some initial sounds/letters in words Begin to write some recognisable letters, some of which are correctly formed Shows a dominant hand, tripod grip, mark making, To give meaning to marks				Begin to write Phase 4 CEW	
Possible writing outcomes	*Traditional tales* *Wanted poster* *Lists* *Character description*	*Story sequencing* *Lists* *Non-fiction fact file*	*Lists* *Letters* *Non-fiction texts*	*Story writing*	*Poetry* *Instructions* *Information leaflets about animals in the garden /plants /growing* *How plants grow timeline*	*Story writing* *Non-fiction fact files* *Poetry*

The 3 Characteristics of Effective Teaching and Learning in Literacy are:

Playing and Exploring *Children investigate & experience things, & 'have a go'*	**Active Learning** *Children concentrate & keep on trying if they encounter difficulties, & enjoy achievements*	**Creating and Thinking Critically** *Children have & develop their own ideas, make links between ideas, & develop strategies for doing things*
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		• I can concentrate deeply when I am working on achieving my own goals		
Ambitious Vocabulary				
Phonics and Decoding – Links to ELG09	**Fluency and Author Techniques Comprehension – Poetry, Facts, Review and Performance- Links to ELG08**	**Comprehension – Understanding and correcting inaccuracies Comprehension – Inference Retrieval and Prediction – Links to ELG08**	**Comprehension – Comparing, contrasting and commenting – Links to ELG08 Comprehension – Words in context and Vocabulary – Links to ELG08**	**Writing – Links to ELG10**
• Phoneme • Grapheme • Digraph • Trigraph • Common exception words/irregular words • Adjacent constants • Consonants • Decoding • Vowel	• Author • Blurb • Illustrator • Fluency • Spine • Audio • Genres • Principle character • Setting • Narrate	• Comprehension • Sequence • Retrieve • Inference • Narrative • Extract • Review	• Debate • Contrasting • Commenting • Evaluate • Anticipate • Astonished • Wonder • Perusal • Cunning • Debacle • Quell • Disgruntled • Canard • Conversation	• Sequencing • Sequence • End Line • Finger space • Sentence • Letter names • Tricky words • Alliteration • Question mark • Comma • Thought bubble • Speech bubble • Full stop • Capital letter • Uppercase • Lowercase • Suffix • adjective • Text • Instruction Plan • Notes • Letter • Caption • Recipe

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	Can you tell me a story?	What is Dark? (CP2)	What is cold?	Who can help me?	What is at the bottom of the garden? (CP6)	Where shall we go today?
Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Boolean	identify when a set can be subitised and when counting is needed subitise different arrangements, both unstructured and structured, including using the Hungarian number frame make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting,		continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns sort odd and even numbers according to their 'shape' continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern order numbers and play track games		continue to develop their counting skills, counting larger sets as well as counting actions and sounds explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame compare quantities and numbers, including sets of objects which have different attributes continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek	

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	each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects that have parts		join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers			
Number	To recognise numbers 1-3 To begin to subitise to 3 To find one more of numbers to 3 To find one less of numbers to 3 To begin to explore the idea of subtraction/taking away To explore the composition of 2 and 3 To recognise and match numerals and quantity up to 5 Begin to correctly form numerals 0-3	To recognise numbers 1-5 To begin to subitise (recognise quantities without counting) to 5 To find one more and one less of numbers to 5 To explore the composition of 4 and 5 To know addition facts to make 5 To correctly form a number that is special to me	To recognise and begin to form numbers 0-8 To subitise to 5 To find one more of numbers to 8 To find one less of numbers to 8 To explore the composition of 6, 7 and 8 To match the number to quantity	To recognise and begin to form numbers 0-10 To explore the composition of 9 and 10 To practise number bonds to 10 To find one more and one less of numbers to 10 To estimate a number of objects To put numbers 1-10 in order To compare numbers 1-10	To recognise numbers to 20 To revise number bonds to 5 To explore how to make numbers above ten using tens and ones To match the number to quantity beyond 10 To demonstrate a deep understanding of number to 10, including the composition of each number To subitise up to 5	To solve simple number problems To recap the composition of each number to 10 To know addition and subtraction facts to 10 To know doubling facts
Numerical Patterns	To say which group has more and fewer	To compare quantities to 5	To count to 15	To count to 20 To compare quantities to 10	To count to 25 To add numbers	To count to 30 and beyond recognising the

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	To compare quantities to 3 Beginning to count to 20 in a group To count to 5 consistently To know that the total number of objects in a group does not change when the objects are rearranged To learn to make predictions To learn to recognise dice patterns	To compare equal and unequal groups To share quantities equally To count to 10 consistently To subitise with my eyes to 5 including irregular dot patterns To begin to understand doubling	To count objects to 10 from a larger group To compare quantities to 8 To combine two groups of objects to find the total within 10	To explore odd and even numbers To order numbers to 10 To count back from 10 To double and halve numbers up to 10 To combine two groups of objects to find the total within 15 To take away objects and count how many are left To find the missing number	To subtract numbers To find the missing number To order numbers to 20 in sequence To order numbers e.g. 13, 15, 19 To find the missing number in an addition and subtraction sentence problems To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity To automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts	pattern of the counting system To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even To combine groups of 2s, 5s and 10s To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
Shape Space and Measures	To sort and match objects and 2D shapes	To recognise and name 2D shapes triangle and	To order objects by height and length	To begin to name 3D shapes	To measure capacity	To estimate which is heavier, lighter, taller, shorter, wider, longer,

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	To compare capacity, length, height, size and weight To spot patterns in their environment To finish a repeating pattern of 2 objects or colours (ab) To recognise and name 2D shapes - circle and square To be aware of time phrases and use the visual timetable to understand key times of the day	rectangle, and talk about their properties To sequence simple events or activities of 3 things To use positional language- next to, behind, in front To copy and make their own ab repeating patterns and notice when errors have been made To make pictures with shape arrangements	To begin order the days of the week To measure height using cubes To learn to use scales as a measure of heavy and light using cubes To begin to measure time - What can you do in a minute? To begin to name 3D shapes To explore the properties of 3D shapes To shop using numicon 'one' shapes/tens frames for amounts up to 5, matching pennies	To explore the properties of 3D shapes To make repeating patterns such as abb, abc, aab and spot errors To follow a set of instructions to complete a model using a combination of 3D shapes	To describe the properties of simple 3D shapes To complete more complex puzzles or shape pictures by visualising and rotating shapes and patterns To shop using numicom 'one' shapes and tens frames up to 10 matching pennies	fuller, emptier, more, less To make repeating patterns such as abbc, abcd, aabb and spot and describe errors To name and describe 2D and simple 3D shapes To combine shapes to make other shapes and patterns (2 triangles to make a square/2 squares to make a rectangle) and notice shapes within shapes To begin talk about time specific events

The 3 Characteristics of Effective Teaching and Learning in Mathematics are:

Playing and Exploring *Children investigate & experience things, & 'have a go'*	**Active Learning** *Children concentrate & keep on trying if they encounter difficulties, & enjoy achievements*	**Creating and Thinking Critically** *Children have & develop their own ideas, make links between ideas, & develop strategies for doing things*
• I can recognise that my actions have an effect on the world, so I like to repeat them. • I can make choices and explore different resources and materials • I can plan and think s ahead about how I will explore or play with objects.	• I can participate and predict routines. I enjoy my routines • I can demonstrate goal directed behaviour • I can show resilience by changing my approach to help me achieve my goal	• I can participate in pretend play and think beyond the here and now • I can sort materials and resources • I can think of my own ideas and find new ways of doing things

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• I can guide my own thinking and actions by talking to myself as I play • I can bring experiences from home into my play • I can show awe and wonder when I learn about new experiences	• I can show that I am motivated to keep on trying when I run into difficulties • I can set out to achieve a goal without extrinsic reward • I can celebrate my own achievements when I achieve my own goals • I can concentrate deeply when I am working on achieving my own goals	• I can solve problems, make links and patterns in my play • I can make predictions and test my ideas • I can concentrate on things that are important to me and solve real life problems • I can review my progress

Ambitious Vocabulary

Counting and Cardinality	Comparison	Composition and Subitising	Pattern	Shape, Space, Special Awareness and Measure
• zero • Tens • One, two, three … to twenty and beyond • eleven, twelve … twenty • Count, count (up) to, count on (from, to), • Count back (from, to) • Count in ones, twos, tens • Pair • Combine • Number sentence **Addition** • Add, more, and • Make • Plus • Total • Altogether • Double • One more • Equals • Pair of numbers	• The same number as, • is the same as • As many as • Larger, Greater • Fewest, Smallest, Least • Most, Largest, Greatest • One more, ten more • One less, ten less • Last • Few • Between • Estimate • Predict • About the same as • too many, too few • How many more to make …? how many are left/left over? • enough, not enough • equal to • 1st, 2nd, 3rd etc • how many have gone?	• 10 frame • Symbol • Number bond • Doubling • Even • Odd • Inverse • Quantity • Split • partitioned	• Sequence • Identical • Unit • Error • Construct • Model • Instruction • Visualise • Represent • Composition	• Heavier, Lighter, Wider, Shorter, Fuller, Emptier • Length, Width, Height • Square, Rectangle, Pyramid, Cone • Middle, Bottom, Back • Left, Right • Direction, Rotate, Manipulate • Underneath, Between • Hours, Minutes • Distance • Scales • Weight, Capacity, Mass • Curved face, Flat face • Edges, Vertices

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• Count on **Subtraction** • take away • equals **Subtract** • Number bonds • Pair of numbers • Count on • Digit • Two digit (up to 20) **Multiplication** • multiplied by • multiply • lots of • groups of • twice • times as … • array • multiple • count up • repeated addition **Division** • share into • divide • grouping • unequal groups • repeated subtraction	• how many fewer is … than …? • how much less is …?				
	Can you tell me a story?	**What is Dark? (CP2)**	**What is cold?**	**Who can help me?**	**What is at the bottom of the garden? (CP6)**	**Where shall we go today?**
Understanding the World	Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					

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Past and Present	To know about my own life-story To know how I have changed Listen out for and make note of children's discussion between themselves regarding their experience of familiar past situations such as birthday celebrations, experiences at home or pre school Begin to understand past and present from stories and artifacts	To use the language of past, present and future and understand some things are in the past To know and talk about people from the past (Space travel - Tim Peak/Neil Armstrong) To talk about experiences that they are familiar with that may have been different in the past Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen	To talk about the lives of the people around us To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class, discussing common themes from historical stories such as bravery (Explorers)	To know about the past through settings, characters and events encountered in books from a range of cultures read in class and storytelling (How the emergency services have changed) Learn to order events based on chronology, recognising that things happened before they were born What do we want to be when we grow up?	To know and understand about the past through settings, characters and events encountered in books read in class and storytelling (How farming has changed) To talk about the lives of the people around them and their roles in society I know and talk about some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Seaside - Famous pirates) To talk about the lives of the people around them and their roles in society (RNLI Beach Buddies)

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People, Culture and Communities	To know about family structures and talk about who is part of their family- are all families the same? Just So- Black British history (So Much story) To identify similarities and differences between themselves and peers To know the name of the village the school is in and local places of worship To know about features of the immediate environment	To understand and can talk about some places of worship in my community To join in with familiar events/celebrations – fireworks, Christmas, Remembrance To talk about how Hindus celebrate Diwali To talk about the Christmas Story and how it is celebrated	To talk about Chinese New Year Look at the similarities and differences between different animals in different part of the world To know that there are many countries around the world To know that people in other countries may speak different languages *Why do we wear different clothes at different times of the year?* (Winter)	Introduce children to different occupations and how they use transport to help them in their jobs What makes a healthy plate? What is your superpower? To know about people who help us and keep us safe within the local community Naming Parts of the body How to keep fit and healthy Oral health	To know about people who help us within the local community, (our local Farms) To know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class To talk about the lives of the people around me and their roles in society	*Why do we wear different clothes at different times of the year?* (Sun Safety) To know that simple symbols are used to identify features on a map
The Natural World	To ask questions about the natural environment To respect and care for the natural environments Settings on our stories- what can we find there? Use our wooded area	To know about and recognise the signs of Autumn- To know about Seasons changing/ nights getting darker/weather and temperature changes	To know about and recognise the signs of Winter To identify how animals behave during different seasons (Hibernation) To know about features of my own immediate environment and how	To know about and recognise the signs of Spring showing an understanding about seasons and how this affects plant life To know about the different seas To know about different habitats	To observe the growth of seeds and talk about changes To know how to care for growing plants To learn about lifecycles of plants and animals Introduce the children to recycling and how it	To know some important processes and changes in the natural world including the seasons and changing states of matter (melting, floating and sinking) Seas, oceans, countries, maps, the environment

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	Weather, Autumn, observations on the world around us - similarities and differences, asking questions, testing ideas. How are the trees changing Materials for a house. What materials are our homes made from? Different animal homes? Who would live in a house like this? Beginning to recognise familiar places on a map of my town	To know that some animals are nocturnal and come out at night To explore the different light sources and how they work (Torches, the sun, moon, stars) Learn to explain what happens when light travels through transparent materials To know about features of the world and Earth To begin to use ariel photos to create a simple map of my town To be able to use ariel photos/ Google maps find my school, home or other familiar places.	they might vary from another- Hot and Cold climates To know some important processes and changes in the natural world including states of matter (freezing/melting) To observe changes in natural materials and use their knowledge to explore outcomes (Rescue frozen animals from ice experiment) Winter, Antarctica Where in the world is it hot/cold? To compare where they live with another town or country and think about how the weather and temperature changes (How do people live in frozen environments?) Things you find in a fridge/freezer Life cycle of a penguin, animals that live in cold places To begin to use a map to identify England and be aware that they live in a country.	To begin to use directional words to direct others To make simple representations of a map with key features of the local area	can take care of our world. Look at what rubbish can do to our environment and animals To explore the world around us and see how it changes as we enter Summer, making observations and drawing pictures of animals and plants To be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps To observe the growth of seeds and talk about changes Growing plants- what do they need to grow? Insect habitats and Lifecycles I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	is influenced by human actions Floating and sinking, properties of materials and can suggest some of their purposes they are used for, experiments, the environment and living things are influenced by human activity, asking questions, testing ideas

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Technology	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons To learn about e-safety and the importance of having a password To learn about dangers online and how to keep online	To know how to operate simple equipment Begin to draw pictures on computer and compute and begin to change colours To use the iPad to take pictures To be able to say when I feel unsafe online and talk about some of the online dangers	To access, understand and interact with a range of technology within the Year R environment To draw pictures on computer/interactive whiteboard- changing colour and pen size	To use the IWB, changing games and programmes To draw pictures on computer, changing colour and pen size	To take photos with the iPad to share their learning To explore how a Bee-Bot works and moves to follow a simple route To use the internet with adult supervision to find and retrieve information	To begin to give reasons why we need to stay safe online and follow the school's safer internet rules, telling an adult if I am worried To type their name using a laptop/computer
Barefoot Computing	Awesome Autumn	Super Space	Winter Warmers	Spring Time	Summer Time	Boats Ahoy
RE / Festivals	UC- Why is the word God so important to Christians? Harvest AMV- R UNIT 1 Who are we? Christianity Islam Focus Areas: A D	UC- Why do Christians perform a nativity plays at Christmas? Talk about the Christmas Story and how it is celebrated To know that people around the world have different religions	R UNIT 2 Why are some times special? Christianity Judaism Focus Areas: B E	UC- Why do Christians put a cross in the Easter Garden? To know that Christians celebrate Easter.	R UNIT 5 How do we celebrate our journey through life? Christianity Islam Focus Areas: C E To know that people around the world have different religions	UC- How do we take care of our wonderful world?

The 3 Characteristics of Effective Teaching and Learning in Understanding the World are:

Playing and Exploring *Children investigate & experience things, & 'have a go'*	**Active Learning** *Children concentrate & keep on trying if they encounter difficulties, & enjoy achievements*	**Creating and Thinking Critically** *Children have & develop their own ideas, make links between ideas, & develop strategies for doing things*
• I can recognise that my actions have an effect on the world, so I like to repeat them. • I can make choices and explore different resources and materials	• I can participate and predict routines. I enjoy my routines • I can demonstrate goal directed behaviour • I can show resilience by changing my approach to help me achieve my goal	• I can participate in pretend play and think beyond the here and now • I can sort materials and resources • I can think of my own ideas and find new ways of doing things

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• I can plan and think s ahead about how I will explore or play with objects. • I can guide my own thinking and actions by talking to myself as I play • I can bring experiences from home into my play • I can show awe and wonder when I learn about new experiences	• I can show that I am motivated to keep on trying when I run into difficulties • I can set out to achieve a goal without extrinsic reward • I can celebrate my own achievements when I achieve my own goals • I can concentrate deeply when I am working on achieving my own goals	• I can solve problems, make links and patterns in my play • I can make predictions and test my ideas • I can concentrate on things that are important to me and solve real life problems • I can review my progress

Ambition Vocabulary

History	Geography	R.E	Science	ICT
• Vocation • Decades • Historical • Artefact • Archaeology • Chronology • Cultures • Society • Evolution • Excavation • Evidence • Source • Interpretation • History	• Existential • Village • Town • City • Cathedral • Navigation • Co-ordinates • Ariel Photo • Scales • County • Ocean • Stream • Estuary • Geography • Terrace • Detached • Semi-detached • Erosion • Earthquake • Hurricane • Urban • Rural • Agricultural • Glacier •	• Epiphany • Features • Characteristics • Culture • Community • Diversity • Inclusion • Gender • Worship • Religious Education	• Conjecture • Contingency • Gas • Condensation • Evaporate • Dew • Oxygen • Carbon Dioxide • More complex anatomy of a plant/variants • Decompose • Expand • Germination • Sprouting • Maturation • Withering • Pollution • Repel • Attract • Poles • Iron • Aluminium • Copper • Steel • Tin • Lead	• Consent • Software • Hardware • Filming • Photography • Interactive • Storage • Cables • Memory • Data • Icon • Websites • Published • Email • Social Media • Presentation • Information Technology • Media

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				• Nickel • Cobalt • Force • Hypothesis • Classification • Accuracy • Climate • Fracture • Mammals • Viscus • Science • Opaque • Transparent • Translucent • Diurnal • Species • Amphibians • Mammals • Invertebrates	
	Can you tell me a story?	**What is Dark? (CP2)**	**What is cold?**	**Who can help me?**	**What is at the bottom of the garden? (CP6)**	**Where shall we go today?**
Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Music	To jump or hop to the sound of a beating drum To sing or rap nursery rhymes and simple songs from memory. To copy basic rhythm patterns of single	To hop or jump in time to the beat Sing some songs or raps from memory Copy basic rhythm patterns of single words, building to	Move in time to the pulse of the music Sing a solo in front of my class Explore high and low sounds using my voice	Replicate familiar choreographed dances to music Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple	**ELG17: I can sing a range of well-known nursery rhymes and songs.** **ELG17: Perform songs, rhymes, poems and stories with others, and – when**	

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	words, building to short phrases from the song/s	short phrases from the song/s		2-note patterns to accompany the song.	**appropriate – try to move in time with music.**	
Music (Charanga)	**Me**	**My Stories**	**Everyone**	**Our World**	**Big Bear Funk**	**Reflect, rewind and replay**
	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place	**This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.**
Listen and Appraise	**Knowledge**	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.				
	Skills	To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars				
Explore and Create	**Knowledge**	To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.				

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	Skills	There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song: Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s. High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.				
Singing	**Knowledge**	To sing or rap nursery rhymes and simple songs from memory. Songs have sections.				
	Skills	To sing along with a pre-recorded song and add actions. To sing along with the backing track.				
Share and Preform	**Knowledge**	A performance is sharing music.				
	Skills	Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about				
Creating with Materials	To experiment with mixing colours To create simple representations of people and objects (self – portraits, junk modelling. Take photo of children's creations and record them explaining what they did) To use different textures and materials to make houses for the	To use colours for a particular purpose To share their creations To explore different techniques for joining materials (Glue Stick, PVA) To know how to work safely and hygienically To draw a person with increased features	To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To use some cooking techniques (spreading, cutting, threading, coring, mixing -	To use natural objects to make a piece of art (Andy Goldsworthy) To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To make props and costumes for different role play scenarios	To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function To share their creations, explaining the processes they have used To know which prime colours you mix	To know some similarities and differences between materials To learn about and compare artists (Janet Bell and Henri Matisse) To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and

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	three little pigs and bridges for the Three Billy Goats To draw and colour with pencils and crayons To explore different techniques for joining materials (Glue Stick) To know how to work safely and hygienically To use some cooking techniques (spreading, cutting - making sandwiches) To use different construction materials		Sandwiches, Fruit Kebab, Biscuits) To learn to draw objects from memory	To learn about Artist-Arcimboldo To create different effects using a variety of tools To add detail to my drawings	together to make secondary colours To plan what they are going to make (cooking, woodwork, construction, junk modelling) To draw more detailed pictures of people and objects To manipulate materials (Collage playdoh -minibeasts) To create observational drawings Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers To use some cooking techniques (spreading, cutting, threading, coring) – Sandwiches, fruit kebabs To use tools to cut and join wood To know the names of tools	evaluate their work (Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports, sand pictures, Rainbow fish collages) To adapt work where necessary To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating)
Being Imaginative and Expressive	To sing and perform nursery rhymes To join in with whole school singing assemblies To experiment with different instruments and their sounds	To perform songs in the Christmas Play To join in with whole school singing assemblies To begin to build up a repertoire of songs To sing entire songs	Design and make objects they may need in space, thinking about form and function. Learn a traditional African song and dance and perform it /	To perform songs at the Easter Concert To join in with whole school singing assemblies To create and continue Patterns – veg printing,	To perform and sing songs, rhymes and nursery rhymes, poems and stories with others, and – when appropriate – try to move in time with	Lighthouse designs Puppet shows: Provide a wide range of props for play which encourage imagination. Salt dough fossils To listen to poems and create their own

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	To talk about whether the like or dislike a piece of music To create musical patterns using body percussion To use costumes and resources to act out narratives To role play using given props and costumes Sing call-and-response songs, so that children can echo phrases of songs you sing Exploring sounds and how they can be changed, tapping out of simple rhythms Provide opportunities to work together to develop and realise creative ideas	To use costumes and resources to act out narratives Listen to music and make their own dances in response Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories in their play Role Play Parties / Celebrations/ Santa's Workshop / The Nativity Creating outer space pictures	Encourage children to create their own music. Junk modelling, houses, bridges boats and transport Exploration of other countries – dressing up in different costumes. Retelling familiar stories Provide children with a range of materials for children to construct with	straw and Mother's Day cards and crafts Easter Cards and crafts to develop paint blowing/marbling techniques Small world/role play: Traction Man, superheroes To play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative (Superheroes) To make use of props and materials when role playing characters in narratives and stories.	music, or learn a dance routine To invent, adapt and act out narratives and well know stories with my peers To create narratives based around stores Make different textures; make patterns using different colours To explore ways to protect the growing of plants by designing scarecrows Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination	To join in with whole school singing assemblies To create own compositions using instruments To invent their won narratives, making costumes and resources

The 3 Characteristics of Effective Teaching and Learning in Expressive Arts and Design are:

Playing and Exploring *Children investigate & experience things, & 'have a go'*	**Active Learning** *Children concentrate & keep on trying if they encounter difficulties, & enjoy achievements*	**Creating and Thinking Critically** *Children have & develop their own ideas, make links between ideas, & develop strategies for doing things*
• I can recognise that my actions have an effect on the world, so I like to repeat them. • I can make choices and explore different resources and materials • I can plan and think s ahead about how I will explore or play with objects.	• I can participate and predict routines. I enjoy my routines • I can demonstrate goal directed behaviour • I can show resilience by changing my approach to help me achieve my goal • I can show that I am motivated to keep on trying when I run into difficulties	• I can participate in pretend play and think beyond the here and now • I can sort materials and resources • I can think of my own ideas and find new ways of doing things • I can solve problems, make links and patterns in my play

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• I can guide my own thinking and actions by talking to myself as I play • I can bring experiences from home into my play • I can show awe and wonder when I learn about new experiences	• I can set out to achieve a goal without extrinsic reward • I can celebrate my own achievements when I achieve my own goals • I can concentrate deeply when I am working on achieving my own goals	• I can make predictions and test my ideas • I can concentrate on things that are important to me and solve real life problems • I can review my progress

Ambitious Vocabulary

Construction	Music	Art and Design	Imaginative Play
• Mechanic • Mechanism • Lever • Prototype • Reinforce • Mouldable • Duplicate • Bridging • Corrode • Deconstruct • Construct • scaffold • architect • assemble • structure	• Melodic shape (moving melody, eg up and down, down & up) • Timbre (musical note • Vocalise • Pulse • Compose • Lyrics • classical music • Verse • Woodwind • Brass • Siren • Cello • chorus	• Dexterity • sculpt(ure) • collage • Observational Drawing • Cubism • Endpiece • Impressed line • Overlaying • Random pattern • Repeated pattern • Sketch • Stippling • Hatching • Cross hatching • Concertina • Glistening • Transient art	• Telescope • Microscope • Orthodontist • Paediatrician • Syringe • Stethoscope • Deconstructed Role Play • Construct • Departure • Luggage • Exhibition • Co-construct • Narrative •

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Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.