

**Warboys Primary Academy EYFS Long Term Plan**

**EYFS CURRICULUM VISION FOR WARBOYS PRIMARY ACADEMY**

At Warboys Primary School we recognise that a child's experiences up to the age of five has a huge impact on their future life. We treat children as the individuals they are, celebrating their differences and their strengths, supporting their needs and enabling them to reach their full potential. As a result, our curriculums and daily practice are flexible, responsive and ambitious, taking into consideration the three Characteristics of Effective Learning: playing and exploring, active learning and creating and thinking critically. Our curriculum is based upon the Educational Programmes set out in the statutory EYFS Framework (2021) and supported by the non-statutory guidance of Development Matters and Birth to Five, alongside knowledge of our children, families and local communities. This knowledge is interwoven in the seven Areas of Learning and Development, to ensure progress towards meeting our end of year curriculum goals and the Early Learning Goals (ELGs) by the end of the Reception year and appropriately prepare them for Year one. We aim to give our children the best possible start. The themes throughout our curriculum will enable our children to understand the varying attitudes, customs, and traditions within our local area and wider world. This curriculum is ambitious for every child because all children deserve to have an equal chance of success. At Warboys we understand that our children are powerful learners, we strive to ensure that every child can make progress in their learning, through a mixture of adult direct lesson, adult initiated support, and children's play.

**AREAS OF LEARNING**



PRIME AREAS			SPECIFIC AREAS			
Communication and Language	Personal, Social and Emotional	Physical	Literacy	Mathematical	Understanding the world	Expressive Arts and design
<p>We understand that the development of children's spoken language underpins all seven areas of learning and development. Therefore, communication and language is an integral part of our teaching, learning and environment.</p> <p>Through meaningful and responsive interactions with adults, children develop communication skills, explore, and extend vocabulary, and have shared experiences to deepen their understanding.</p> <p>By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners build children's language effectively.</p> <p>Regularly sharing stories, non-fiction, rhyme, and poems gives the children extensive opportunities to use and embed new words in a range of contexts and develop their comprehension skills.</p> <p>We use Makaton and PECs to support communication development of all children. We also use Neli to</p>	<p>Children's personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Our learning environment and daily routines are designed to promote happiness, independence, security, and self-regulation.</p> <p>Children will be supported to manage their own emotions, persist, and wait their turn as well as effectively directing their attention.</p> <p>Modelling good behaviour and reflective discussions, alongside the class rules, enable children to develop an understanding of themselves and others, and supports the development of strong and positive relationships.</p> <p>Independence in learning and self-care are vital in developing resilience and a positive sense of self.</p> <p>Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.</p>	<p>Children are taught the importance of regular exercise and its effect on our physical, mental and emotional wellbeing.</p> <p>They take part in regular PE lessons, which includes many opportunities such as, gymnastics, team games and athletics.</p> <p>Children spend time developing key skills such as balance and coordination, as well as spatial awareness.</p> <p>Throughout the school day, children remain active and engaged in many activities, both developing gross motor skills as well as their fine motor skills. They are given opportunities to develop these through a range of resources, tools, activities, and structured feedback during continuous provision.</p> <p>Throughout the year we develop children's strength and dexterity through daily Dough Discos and a variety of 'fine motor/sensory' activities, to aid the development of handwriting</p>	<p>Phonics is taught via McKie Phonics, an accredited Systematic Synthetic Phonics Programme (SSP). In the Autumn 1 term we teach whole class phonics, the children are then assessed and put into smaller groups. Children are also expected to read phonically decodable books and real books to develop a love of reading, fluency and broaden vocabulary, both at school and at home.</p> <p>Text Detectives is used in Foundation and across school to expose children to a variety of texts and authors whilst developing a culture of reading for pleasure. The texts enhance our curriculum and provide the children with great opportunities to retell stories, discuss characters and key events, build on their own real-life experiences and most importantly, support children to become confident, happy and enthusiastic readers and writers.</p> <p>Writing resources are incorporated throughout the environment to encourage spontaneous mark making; children's attempts and creativity are celebrated. We inspire and encourage children to write independently throughout the day.</p>	<p>Children learn mathematical knowledge and skills through play and daily experiences in meaningful ways.</p> <p>They actively learn to sort, explore, compare, count, calculate, describe, subitise and manipulate numbers through the resources and activities in their environment.</p> <p>They learn to become creative, critical thinkers, problem solvers and brave learners. Additionally, maths is explicitly taught daily as a short whole class session using White Rose and followed up with group work either directly, or within the environment.</p> <p>Following a mastery approach, children use a combination of concrete objects, pictorial representations, and abstract ideas to develop reasoning and problem-solving skills and ultimately deepen their understanding</p>	<p>Children are given experiences to help develop their awareness, understanding, respect and appreciation of a world around them.</p> <p>The vast outdoor area within our school environment will help them to observe and discover seasonal changes in the world we live in.</p> <p>Children learn about similarities and differences in cultures and customs through visits from family and community members.</p> <p>We all tell our own stories and use books to learn about others and expand vocabulary.</p> <p>We provide opportunities to participate in visits away from the school site, to enhance all children's knowledge and understanding, broadening it further.</p>	<p>We believe that creative expression is an important tool for developing children's self-esteem, confidence, and individuality.</p> <p>We provide children with a range of opportunities to develop and enhance their artistic and cultural awareness, Children will use a variety of resources and tools to facilitate this in their art, construction small world and role-play. Through this, the children will develop their vocabulary, understanding, imagination and self-expression.</p> <p>The children engage in regular singing and musical activities, developing the skills to appreciate, understand and respond to what they hear.</p>



**CURRICULUM GOALS**



<p>ASK a relevant question, make a relevant comment.</p> <p>CONVERSE in a back-and-forth exchange with friends &amp; teachers.</p> <p>EXPRESS openly about themselves and who they are</p>	<p>Show EMPATHY to others.</p> <p>Show ENDEAVOUR towards their learning.</p> <p>Show COURAGE to aim high and embrace challenge.</p> <p>Show CURIOSITY about the world around them.</p>	<p>To HANDLE and MANIPULATE tools with confidence.</p> <p>To HOLD and CONTROL a pencil effectively.</p> <p>To demonstrate good COORDINATION within physical activities.</p> <p>To NEGOTIATE space successfully</p>	<p>TALK about favourite stories.</p> <p>Use VOCABULARY from core class texts.</p> <p>Fluently READ a book consistent with their phonic knowledge.</p> <p>WRITE simple sentences that they can read and can be read by others and around the world.</p>	<p>UNDERSTAND in depth numbers to 10, including number bonds • SUBITISE quantities to 10.</p> <p>RECOGNISE the pattern of the counting system.</p> <p>COMPARE quantities in different contexts.</p> <p>EXPLAIN, REASON &amp; PROBLEM SOLVE using numbers to 10</p>	<p>KNOW the people who are there to help them.</p> <p>CARE and RESPECT for living things.</p> <p>APPRECIATE and RESPECT different religious and cultural communities locally and around the world.</p> <p>To RECOGNISE and COMPARE similarities and differences in the world around us.</p>	<p>EXPRESS themselves in a variety of ways.</p> <p>PERFORM a story, song, poem or rhyme to an audience.</p> <p>INVENT and ADAPT their own ideas.</p> <p>RETELL stories, poems and rhymes through play.</p>
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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Key Dates</b></p> <p>NSPCC Numbers day</p> <p>Comic relief</p> <p>Sports relief</p> <p>Children in need</p> <p>Safety/Healthy living week</p>	<p><b>Sept:</b> Rosh Hashanah Teddy Bear Day. Roald Dahl Day. Yom Kippur. Harvest festival. Talk like a pirate Sukkot. Comic book day. European day of languages. Recycle week.</p> <p><b>Oct:</b> Black History Hello Yellow day Grandparent's day. Egg day. 1<sup>st</sup> day of Hanukkah.</p>	<p><b>Nov:</b> Diwali Bonfire night. Tongue twister Armistice day. Children in need. World Day of Kindness Anti-bullying week. Thanksgiving. Andrew's day.</p> <p><b>Dec:</b> Christingle. Tree dressing day Elf day. Make a gift day. Last day of Hanukkah. Make a Christmas card Christmas jumper day</p>	<p><b>Jan:</b> Big Schools Garden watch. Kid Inventor's Day. Popcorn day. Burn's night. Australia Day.</p> <p><b>Feb:</b> Lunar new year. Hedgehog day. Kite flying day. Valentine's day. Pancake day. Random act of kindness day.</p>	<p><b>March:</b> St David's day. Ash Wednesday Old stuff day. World book day. St Patrick's day. Purim. Holi Story-telling day. World water day. Wear a hat day. Mother's Day. Science week</p> <p><b>April:</b> Ramadan Palm Sunday Easter Sunday. St George's day. National Gardening week. Superhero day. International dance day.</p>	<p><b>May:</b> Batman Day Eid ul Fitr Star Wars Day. Space day. World Fairtrade Mental Health awareness week. National children's day. Father's Day. World Bee Day.</p>	<p><b>June:</b> World Ocean's Day Eid ul Adha. Superman day. Nat'l picnic week.</p> <p><b>July:</b> Independence Day. World chocolate</p>

<p><b>Possible Themes/Interests/ Lines of Enquiry</b></p>	<p><b>My World</b> -Who am I? -My favourite things. -How do I compare? -My family and friends. -What is my home like?</p> <p>Favourite stories and rhymes.</p> <p><b>People who help: Local community.</b> -Where do we live? -What/who is around us? -How do they help us?</p> <p><b>UK/Great Britain.</b> -Where have you been?</p> <p><b>Autumn.</b> -What happens? -Using the senses. -Weather + clothing.</p>	<p><b>Asia: India.</b> -Where is India? -Animals, landmarks.</p> <p><b>Diwali around the world.</b> How is it celebrated?</p> <p><b>North America.</b> -Where is North America? -Animals, landmarks.</p> <p><b>Arctic and Antarctica.</b> -Where are they? -Weather. -Animals, landmarks.</p> <p><b>Winter.</b> -What happens? -Using the senses. -Weather + clothing.</p> <p><b>Christmas around the world.</b> How is it celebrated?</p> <p><b>Toys of the past.</b> -Investigate past and present.</p>	<p><b>Space.</b> -Where is it? -What is it like?</p> <p><b>Australia.</b> -Where is it? -Animals, landmarks.</p> <p><b>Asia: China and Japan.</b> -Where are they? -Animals, landmarks.</p> <p><b>Lunar New year around the world.</b> How is it celebrated?</p> <p><b>Transport.</b> -Investigate past and present.</p>	<p><b>People who help: Emergency services.</b> -Crime scene. -Health and safety. -My Body, inc senses, safety, and hygiene. -How have I changed?</p> <p><b>Minibeasts.</b> -Investigate. -Life cycles. -Habitats.</p> <p><b>People who help: Farmers.</b> -Animals and crops. -Gardening. -Transport/machines. -Recycling.</p> <p><b>Easter around the world.</b> How is it celebrated?</p> <p><b>Eid around the world.</b> How is it celebrated?</p> <p><b>Spring</b> -What happens? -Using the senses. -Weather + clothing.</p>	<p><b>Europe.</b> -Where is it? -Animals, landmarks.</p> <p><b>Fairy/Traditional tales.</b> <b>Castles, including kings/queens.</b> <b>Mythical creatures.</b> -Explore traditional tales. -Science investigations/STEM. -Constructions.</p> <p><b>Summer.</b> -What happens? -Using the senses. -Weather + clothing.</p> <p><b>*Weddings</b> -How celebrated in different faiths/cultures.</p>	<p><b>South America.</b> -Where is it? -Animals, landmarks. -Rainforest.</p> <p><b>Africa.</b> -Where is it? -Animals, landmarks.</p> <p><b>Under the sea.</b> -Animals, plant life. -Beach life.</p> <p><b>Dinosaurs.</b> -Investigate. -Life style. -Imagination.</p> <p><b>Transition to Year 1.</b> -How have you changed? -What are you proud of achieving? -Aspirations for year 1?</p>
<p><b>Possible Enhancements.</b></p>	<p>Village walk – library, post-office/shop, garage, chemist, bakers, church, park.</p>	<p>Visitors to share their experiences.</p> <p>EYFS Nativity.</p> <p>Stem experience.</p>	<p>Star gazing night walk with families. Space workshop.</p> <p>Train/bus ride.</p>	<p>Visitors to share their role/experiences.</p> <p>Minibeast workshop.</p> <p>Farm visitor – Monach farm/Parents.</p> <p>Easter bonnet parade.</p>	<p>Local walk and park visit.</p> <p>Multicultural day.</p> <p><i>*Role-play wedding at local church + wedding tea party at school (children to prepare food and decorations).</i></p>	<p>Visit to Hammerton zoo.</p> <p>Dinosaur workshop.</p>
<p><b>Links to KS1 Curriculum</b></p>	<p><b>Science:</b> Seasons <b>Geography:</b> UK; Physical and Human features of a location; Map skills. <b>History:</b> timelines/changes - past, present, future (personal history). <b>Art:</b> Drawing, collages. <b>DT:</b> Puppets. <b>RE:</b> Special places; Belonging; Celebrations.</p>	<p><b>Science:</b> Seasons; float/sink; materials; light/shadows. <b>Geography:</b> Comparing locations, Physical and Human features of a location; Map skills; Continents. <b>History:</b> Events beyond living memory; Toys; significant individuals. <b>Art:</b> Art from different countries; clay work; print making. <b>DT:</b> cooking; moving parts; puppets. <b>RE:</b> Celebrations; Religious leaders; special places.</p>	<p><b>Science:</b> Living things and habitats <b>Geography:</b> Comparing locations, Physical and Human features of a location; Map skills; Continents. <b>History:</b> Transport. <b>Art:</b> Art from different countries; print making, collage, painting. <b>DT:</b> Moving parts. <b>RE:</b> Celebrations, special places, Creation stories.</p>	<p><b>Science:</b> Living things and habitats, plants, Seasons, working scientifically. <b>Geography:</b> Farming. <b>History:</b> Farming. <b>Art:</b> Painting, Drawing. <b>DT:</b> Cooking, healthy snacks. <b>RE:</b> Easter, worship, special places, celebrations, religious leaders.</p>	<p><b>Science:</b> Everyday materials, Seasons. <b>Geography:</b> Comparing locations, Physical and Human features of a location; Map skills; Continents. <b>History:</b> Events beyond living memory, castles, kings and queens, <b>Art:</b> Painting, Drawing. <b>DT:</b> Castles. <b>RE:</b> Celebrations, Special places.</p>	<p><b>Science:</b> Living things and habitats. <b>Geography:</b> Comparing locations, Physical and Human features of a location; Map skills; Continents and Oceans. <b>History:</b> Events beyond living memory, Significant individuals. <b>Art:</b> Art from different countries; print making, collage, painting, weaving. <b>DT:</b> moving parties. <b>RE:</b> creation stories, celebrations, special places, belonging.</p>
<p><b>Vocabulary (tier 3 words)</b></p> <p><b>Literacy, Maths, RE, Music &amp; PSHCE – see additional Long-Term Plan or SOW.</b></p> <p><b>**Makaton signs are leant throughout the year**</b></p> <p>Family, colours, emotions, alphabet letters, question words, food, help/need/request signs, everyday common signs.</p>	<p><b>Science:</b> Autumn, harvest, reap, sow, produce, nocturnal, diurnal, season, shadow, evergreen, deciduous, moist, dank, damp, frosty, hibernate. Body parts, skeleton. Senses vocabulary.</p> <p><b>Geography:</b> different types of homes, address, street, location, Warboys, Cambridgeshire, England, UK, Great Britain, Earth, London, landmark, map, globe. Directions/positional language.</p> <p><b>History:</b> personal history – timeline, a long time ago, recent, modern, artefact, past.</p> <p><b>Art:</b> pattern, tone, shade, pressure, fine, fabric, material, narrow, smudge, texture, broad, surface, weave, attach, design, observe, self-portrait, portrait, landscape, squiggly, wavy, glide, sweep, flick, squelchy, swirly, swish.</p> <p><b>DT:</b> 2D, 3D, collage, join, flange, sculpture, crease, sturdy, mechanism,</p>	<p><b>Science:</b> Winter, icicle, frosty, frozen, hibernate, sledge, solid, liquid, float, sink, shadow, material, fabric, hard, soft, light, heavy, (material names), camouflage, survival.</p> <p><b>Geography:</b> continent names, countries within specified continent, climate of these countries, landmarks, landscape, map, globe. Directions/positional language. Natural/Man-made.</p> <p><b>History:</b> Thanksgiving; native; pilgrim. Material names, characteristics, remembrance, personal history – timeline, a long time ago, recent, modern, artefact, past,</p> <p><b>Art:</b> pattern, tone, shade, pressure, fine, fabric, material, narrow, smudge, texture, broad, surface, weave, attach, design, observe, self-portrait, portrait, landscape, squiggly, wavy, glide, sweep, flick, squelchy, swirly, swish.</p> <p><b>DT:</b> 2D, 3D, collage, join, flange, sculpture, crease, sturdy, mechanism,</p>	<p><b>Science:</b> planet names; galaxy, solar system, light years, orbit, gas, liquid, sphere, rings, atmosphere. Weather/climate; dry; monsoon. Engine, accelerate, brake.</p> <p><b>Geography:</b> continent names, countries within specified continent, climate of these countries, landmarks, landscape, map, globe.</p> <p><b>History:</b> design, engine, material names, brake, accelerate, fuel. personal history – timeline, a long time ago, recent, modern, artefact, past,</p> <p><b>Art:</b> pattern, tone, shade, pressure, fine, fabric, material, narrow, smudge, texture, broad, surface, weave, attach, design, observe, self-portrait, portrait, landscape, squiggly, wavy, glide, sweep, flick, squelchy, swirly, swish.</p> <p><b>DT:</b> 2D, 3D, collage, join, flange, sculpture, crease, sturdy, mechanism,</p>	<p><b>Science:</b> life cycle, cocoon, chrysalis, minibeast, minibeast names; animal, mammal, herbivore, carnivore, omnivore, species, habitat, environment, recycle, plastic, investigation, experiment, fair test, conclusion. Names of plants and parts of a plant. Animals and their babies. Body parts, skeleton. Hygiene, healthy. Senses.</p> <p><b>Geography:</b></p> <p><b>History:</b> names of farm tools and machinery past and present, personal history – timeline, a long time ago, recent, modern, artefact, past,</p> <p><b>Art:</b> pattern, tone, shade, pressure, fine, fabric, material, narrow, smudge, texture, broad, surface, weave, attach, design, observe, self-portrait, portrait, landscape, squiggly, wavy, glide, sweep, flick, squelchy, swirly, swish.</p> <p><b>DT:</b> 2D, 3D, collage, join, flange, sculpture, crease, sturdy, mechanism,</p>	<p><b>Science:</b> investigation, experiment, fair test, conclusion, materials, equipment, observation, prediction, estimation,</p> <p><b>Geography:</b> continent names, countries within specified continent, climate of these countries, landmarks, landscape.</p> <p><b>History:</b> royal family; king/queen, knight, servant, jester, castle features, personal history – timeline, a long time ago, recent, modern, artefact, past,</p> <p><b>Art:</b> pattern, tone, shade, pressure, fine, fabric, material, narrow, smudge, texture, broad, surface, weave, attach, design, observe, self-portrait, portrait, landscape, squiggly, wavy, glide, sweep, flick, squelchy, swirly, swish.</p> <p><b>DT:</b> 2D, 3D, collage, join, flange, sculpture, crease, sturdy, mechanism,</p>	<p><b>Science:</b> animal names; mammals, birds, reptiles, amphibians, insects, fish, species.</p> <p><b>Geography:</b> continent names, countries within specified continent, climate of these countries, landmarks, landscape. Ocean names, river, stream, lake, pond.</p> <p><b>History:</b> dinosaur names, fossil, extinct, palaeontologist, discovery, personal history – timeline, a long time ago, recent, modern, artefact, past, ancient.</p> <p><b>Art:</b> pattern, tone, shade, pressure, fine, fabric, material, narrow, smudge, texture, broad, surface, weave, attach, design, observe, self-portrait, portrait, landscape, squiggly, wavy, glide, sweep, flick, squelchy, swirly, swish.</p> <p><b>DT:</b> 2D, 3D, collage, join, flange, sculpture, crease, sturdy, mechanism,</p>

<p>Possible texts to support</p> <p><b>Key texts</b></p> <p>See also Maths LTP + PSHCE book list.</p>	<p><b>Home</b></p> <p>Building a home. Peep. Dave's Cave. <b>Funny Bones.</b> My first pet. The great pet sale. 3 Little Pigs. This is our house. We are family. Where are you from? <b>Great big book of families.</b> <b>Who's in my family?</b> One family. Not like the others. <b>My world, Our world</b></p> <p>Katie Morag Hamish the Hairy Haggis. <b>Katie in London</b></p> <p>Percy the Park Keeper books. <b>Leaf man.</b> Stanley's stick. Stick man. <b>Gruffalo.</b> Going on a bear hunt. Into the forest. Hedgehog howdedo.</p> <p>Jolly postman. <b>Topsy and Tim.</b> Great dragon bake off. Kitchen Disco.</p>	<p>Going to school in India. Indian folktales. <b>Rama and Sita.</b> Lighting a lamp.</p> <p>Guy Fawkes story.</p> <p>Thanksgiving story. <b>Pumpkin soup.</b> Stone soup.</p> <p><b>Lost and found.</b> Emperor's Egg.</p> <p><b>The Gruffalo's child.</b> Jack Frost. <b>The Snowman.</b> The first day of Winter. Winter's child.</p> <p><b>Christmas/Nativity story.</b> Christmas stories – Advent style.</p>	<p><b>The dinosaur that pooped a planet.</b> What's out there? Star in jar. <b>The way back home.</b> There's an alien in your book. Alien's love underpants. <b>Look up.</b> <b>Zim, zam, zoom.</b></p> <p>The name jar. Wabi Sabi. Lunar New Year story. <b>Chinese folk tales.</b> The Nightingale.</p> <p><b>Diary of a wombat.</b> Wombat goes walkabout. Dreamtime. <b>The koala who could.</b> <b>Tales from the Billabong.</b></p> <p>The train ride. Duck in a truck series. Room on a broom. <b>Mr Gumpy's outing</b> <b>Tony Mitton books.</b> <b>Amelia Earhart.</b> Transport inventors.</p>	<p>Topsy and Tim <b>People who help books</b> <b>Supertato</b></p> <p><b>Mad about Minibeasts.</b> Bad tempered ladybirds. Hungry caterpillar Argh! Spider Lonely firefly. Greedy bee. Tad. Superworm. Snail trail.</p> <p>Russell the sheep. A squash and a squeeze. Spring is here. Rhyming rabbit. Pip and egg. Do you love bugs? Omar, the bees and me.</p> <p><b>Farmer Duck.</b> What the ladybird heard. <b>Rosie's walk.</b> Farmyard hullabaloo. Six little chicks. <b>Tiny seed.</b> Oliver's series. Daisy: Eat your peas. Just ducks.</p> <p><b>Easter story.</b> The Tiger who came to Tea.</p>	<p><b>Red Riding Hood.</b> Gingerbread man. Little Red Hen. Mixed-up fairy tales. The true story of the 3 little pigs.</p> <p>The Tough Princess. <b>Zog.</b> The Paperbag Princess. Dragon post. There's a dragon in your book. King Jack and the dragon.</p> <p>How to catch a dragon. Oscar the hungry unicorn. Freddie the fairy. This is not a unicorn. Story path. Island. <b>How to catch ... series.</b></p> <p>Mog and the Wedding. Katie Morag – Wedding.</p>	<p><b>Frida.</b> <b>Happiness is a watermelon.</b> Monkey puzzle. <b>Rainforest adventure.</b> The mixed up chameleon. Slowly, slowly said the sloth. Roaming the rainforest.</p> <p>Handa's surprise. Handa's hen. Going on a lion hunt. <b>African folktales.</b> Amazing grace. We all went on safari. There's a tiger in the garden. Who is king?</p> <p>Only one you. Rainbow fish. <b>Commotion in the ocean.</b> Under the sea. Meet the oceans. Into the blue.</p> <p>The egg. Dinosaur egg. <b>How to grow a dinosaur.</b> Never show a T-Rex a book. Tyrannosaurus drip. Harry and his bucketful series.</p> <p><b>Once there were giants.</b></p>
<p><b>Communication and Language</b></p> 	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Engage in story times, rhymes, and songs.</li> <li>Maintain attention in whole class/groups.</li> <li>Follow 1 step instructions.</li> <li>Understand 'why' questions.</li> <li>Use sentences 4-6 words.</li> <li>Use talk to organise play.</li> </ul>	<ul style="list-style-type: none"> <li>Listen in familiar &amp; new situations.</li> <li>Engage in story times.</li> <li>Maintain attention in new situations.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Follow instructions with 2 parts in a familiar situation.</li> <li>Start a conversation with peers and familiar adults and continue for many turns.</li> <li>Develop social phrases</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively in a range of situations.</li> <li>Maintain attention during appropriate activity.</li> <li>Engage in non-fiction books.</li> <li>Consider the listener and take turns.</li> <li>Use talk to organise/stand for something else in play.</li> <li>Begin to use past tense.</li> <li>Begin to recount past events.</li> </ul>	<ul style="list-style-type: none"> <li>Understand why listening is important.</li> <li>Maintain attention in different contexts.</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>Ask questions to find out more and check understanding.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Begin to connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and understand instructions while busy with another task.</li> <li>Maintain activity while listening.</li> <li>Understand how, why, where questions.</li> <li>Describe events in some detail.</li> <li>Express ideas about feelings and experiences.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Use language to reason.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond with relevant questions, comments, or actions.</li> <li>Attend to others in play.</li> <li>Make comments and clarify thinking with questions.</li> <li>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Speak in well-formed sentences with some detail.</li> <li>Use new vocabulary in different contexts.</li> <li>Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</li> </ul>
<p><b>Learn new vocabulary</b> Use new vocabulary through the day</p>		<p><b>Listen carefully to rhymes and songs, paying attention to how they sound.</b> Learn rhymes, poems, and songs.</p>		<p><b>Use new vocabulary in different contexts</b> Listen to and talk about stories to build familiarity and understanding.</p>		
<p><b>Personal, Social and Emotional Development</b></p> 	<ul style="list-style-type: none"> <li>Separate from family, with some support.</li> <li>Can talk about feelings.</li> <li>Welcome distractions when upset.</li> <li>Seek comfort and/or help when needed.</li> <li>Increasingly follow rules.</li> <li>Know likes and dislikes.</li> <li>Independently organise belongings in the morning.</li> <li>Manage personal hygiene.</li> <li>Build constructive and respectful relationships.</li> <li>Engage positively with new environment and experiences, showing curiosity.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to express their feelings and consider the perspectives of others.</li> <li>Begin to take turns and share resources.</li> <li>Independently choose where they would like to play.</li> <li>Continue to build constructive and respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Show pride in achievements.</li> <li>Understand behavioural expectations of the setting.</li> <li>Can explain right from wrong and try to behave accordingly.</li> <li>Manage their own needs.</li> <li>Can identify kindness.</li> <li>Seek others to share activities and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Can make choices and communicate what they need.</li> <li>Begin to show persistence when faced with challenges.</li> <li>Can keep play going by co-operating, listening, speaking, and explaining.</li> <li>Can reflect on the work of others and self-evaluate their own work.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to know that children think and respond in different ways to them.</li> <li>Can talk about their own abilities positively.</li> <li>Confident to try new activities.</li> <li>Show resilience and perseverance.</li> </ul>	<ul style="list-style-type: none"> <li>Able to identify and moderate own feelings.</li> <li>See themselves as a unique and valued individual.</li> <li>Can seek out a challenge and enjoy the process.</li> <li>Show sensitivity to others' needs and feelings.</li> <li>Give focused attention.</li> <li>Understand the importance of healthy lifestyle choices. Can explain why these are important.</li> <li>Explain the need for rules, know right from wrong, and behave accordingly.</li> </ul>

<p><b>Cambs PSHE SOW:</b></p>	<p><b>Myself and my relationships:</b> Beginning and Belonging + Family and Friends.</p>	<p><b>Citizenship:</b> Identity and diversity.</p>	<p><b>Myself and my relationships:</b> My Emotions.</p>	<p><b>Healthy &amp; Safer Lifestyles:</b> My body and growing up.</p>	<p><b>Healthy &amp; Safer Lifestyles:</b> Keeping safe.</p>	<p><b>Healthy &amp; Safer Lifestyles:</b> Healthy lifestyles.</p>
<p><b>Religious Education</b> <b>Cambs syllabus:</b></p>	<p>Where do I belong?</p>	<p>How do we celebrate?</p>		<p>How do people help?</p>	<p>Once upon a time ... Creation stories and the world.</p>	
<p>Faith stories shared throughout the year. World views shared throughout the year.</p>						
<p><b>Physical Development</b></p>  <p><b>Cambs SOW</b></p>	<p>Further develop the skills they need to manage the school day successfully, sitting, lining up and queuing, mealtimes.</p> <p>Negotiate space safely, demonstrating awareness of their surroundings.</p>	<p>Develop the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p><b>PE: Gymnastics and Dance.</b></p>	<p>Refine the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p><b>PE: Gymnastics and Dance.</b></p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p><b>PE: Multi-Skills.</b> <b>Playground games.</b></p>	<p>Combine different movements with ease and fluency.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><b>PE: Multi-Skills.</b> <b>Playground games.</b></p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Begin to show accuracy when drawing.</p> <p><b>PE: Multi-Skills.</b> <b>Balance Bikes.</b> <b>Sport's Day practice.</b></p>
<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.</p>						
<p><b>Literacy: Comprehension</b></p>  <p><b>-Drawing Club</b></p>	<ul style="list-style-type: none"> <li>Listen and enjoy sharing a range of books.</li> <li>Hold a book correctly, handle with care.</li> <li>Know that text in English is read top to bottom and left to right.</li> <li>Know the difference between text and illustrations.</li> <li>Recognise some familiar words in print, e.g., own name or advertising logos.</li> <li>Enjoy joining in with rhyme, songs and poems.</li> <li>Explain in simple terms what is happening in a picture in a familiar story.</li> <li>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</li> <li>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</li> <li>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</li> <li>Sequence two events from a familiar story, using puppets, pictures from book or role-play.</li> </ul>	<ul style="list-style-type: none"> <li>Make a simple prediction based on a straightforward story that is read aloud to them.</li> <li>Show understanding of some words and phrases in a story that is read aloud to them.</li> <li>Express a preference for a book, song or rhyme, from a limited selection.</li> <li>Play is influenced by experience of books (small world, role play).</li> </ul>	<ul style="list-style-type: none"> <li>Retell stories in the correct sequence, draw on language patterns of stories.</li> <li>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</li> <li>Suggest how an unfamiliar story read aloud to them might end.</li> <li>Give a simple opinion on a book they have read, when prompted.</li> <li>Recognise repetition of words or phrases in a short passage of text.</li> <li>Play influenced by experience of books</li> <li>Innovate a well-known story with support.</li> </ul>	<ul style="list-style-type: none"> <li>Correctly sequence a story or event using pictures and/or captions.</li> <li>Make simple, plausible suggestions about what will happen next in a book they are reading.</li> <li>Know the difference between different types of texts (fiction, nonfiction, poetry)</li> <li>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</li> <li>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.</li> <li>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</li> <li>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</li> <li>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</li> </ul>
<p><b>Literacy: Word Reading</b></p> <p><b>-McKie Phonics</b> <b>-McKie Power Reading</b></p>	<ul style="list-style-type: none"> <li>Hear general sound discrimination and be able to orally blend and segment.</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Say a sound for letter of the alphabet and at least 10 digraphs.</li> <li>Read words consistent with phonics knowledge by blending.</li> <li>Read aloud simple sentences and books that are consistent with phonic knowledge, including common exception words.</li> </ul>
<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p>						
<p><b>Phonics</b></p> <p><b>-McKie Phonics</b></p>	<p>Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p>	<p>As outlined by the McKie programme: children will be assessed weekly using McKie Gap finder and every half-term using the McKie story books. Children will be grouped according to their phonic knowledge.</p>				

<p><b>Literacy: Writing</b></p> <p>-Dough Disco -Write Dance -McKie letter formation</p> <p><b>Writing Development - Creativity</b></p> <p>-Drawing Club -Helicopter stories</p>	<p><b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Composition:</b> Use talk to organise describe events and experiences.</p> <p><b>Spelling:</b> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom. Develop muscle tone and hand-eye-co-ordination to support holding a pencil. Practise emergent writing through symbols and pre-writing shapes.</p>	<p><b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p><b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p><b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p><b>Emergent writing:</b> Use appropriate letters for initial sounds.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it.</p> <p><b>Spelling:</b> Spell to write VC and CVC words independently using known graphemes.</p> <p><b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p><b>Emergent writing:</b> Build words using letter sounds in writing.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p><b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using known graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p><b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p><b>Composition:</b> Write a simple sentence with a full stop.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p><b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p><b>Emergent writing:</b> Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p><b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions). Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using CCVCC. Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p><b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>						
<p><b>Handwriting N.B.</b> The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form</p>												
<p><b>Mathematics</b></p> 	<p><b>Count objects, actions, and sounds. Subitise</b></p> <p>Matching. Sorting &amp; Comparing Comparing amounts Comparing size, mass &amp; capacity Exploring pattern - making simple.</p> <p>Colours. Number recognition.</p>	<p><b>Explore the composition of numbers to 10 Subitise</b></p> <table border="1" data-bbox="727 1239 1202 1501"> <tr> <td>Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language</td> <td>Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time</td> </tr> </table>	Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language	Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time	<p><b>Explore the composition of numbers to 10 Subitise</b></p> <table border="1" data-bbox="1202 1239 1558 1501"> <tr> <td>Introducing zero Comparing numbers to 5 Composition of 5  Comparing Mass Comparing Capacity</td> <td>Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time</td> </tr> </table>	Introducing zero Comparing numbers to 5 Composition of 5  Comparing Mass Comparing Capacity	Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time	<p><b>Explore the composition of numbers to 10 Subitise</b></p> <p>Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Pattern.</p>	<p><b>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</b></p> <p>Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA Sunflower Challenge</p>	<p><b>Deep understanding of numbers to 10, including composition. Subitise. Automatic recall bonds to 10. Count beyond 20</b></p> <table border="1" data-bbox="2389 1260 2849 1501"> <tr> <td>Adding more Taking away Number bonds Shape – spatial reasoning</td> <td>Doubling Sharing and grouping Even and odd Patterns and relationships</td> </tr> </table>	Adding more Taking away Number bonds Shape – spatial reasoning	Doubling Sharing and grouping Even and odd Patterns and relationships
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<p><b>White Rose SOW</b></p>	<p><b>Link the number symbol with its cardinal number value. Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compare length, weight, and capacity.</b></p>	<p><b>Count beyond ten. Compare numbers</b> <b>Compose and decompose shapes so that children recognise a shape can have other shapes within it.</b></p>		<p><b>Understand the 'one more/one less than' relationship between consecutive numbers. Continue, copy, and create repeating patterns.</b></p>								
<p><b>Understanding the World</b></p> 	<p><b>Chronology:</b> Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</p>	<p><b>Chronology:</b> use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p><b>Enquiry:</b> Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.</p> <p>Comment on familiar situations/objects in the past.</p>	<p><b>Chronology:</b> Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week).</p> <p><b>Enquiry:</b> Find out about key historical events and people. Ask questions, use different sources to find answers including books.</p>	<p><b>Chronology:</b> Talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <p><b>Enquiry:</b> Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.</p> <p>Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p>	<p><b>Chronology:</b> Recount an event, orally, pictorial and/or with captions.</p> <p><b>Enquiry:</b> Find out about key historical events and people. Ask questions, use different sources to find answers including books.</p>	<p><b>Chronology:</b> Order experiences in relation to themselves and others, including stories.</p> <p><b>Enquiry:</b> Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</p>						
<p>Begin to develop a sense of <b>continuity and change</b> by being able to <b>compare characters from stories throughout the year, including figures from the past.</b> <b>Respect: recognise some similarities and differences between life in this country and life in other countries.</b></p>												

<p><b>Kapow History units:</b> -Peek into the past -Adventures through time.</p> <p><b>Kapow Geography units:</b> -Exploring maps -Adventures through time.</p>	<p><b>Respect:</b> Themselves, special things in their own lives.</p> <p>Talk about and describe features of their own family, talk about families in other countries across the world.</p>	<p><b>Respect:</b> Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Look closely at and make comparisons between this country and the lives of people in other countries within the world (<i>on-ging throughout the year</i>).</p>	<p><b>Respect:</b> Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p><b>Respect:</b> Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p><b>Respect:</b> Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	
	<p><b>Mapping:</b> Talk about the features of their immediate environment with visual representations e.g., classroom maps.</p> <p>Read common signs and logos.</p>	<p><b>Mapping:</b> Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p>	<p><b>Mapping:</b> Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - Recognise some environments that are different to the one in which they live e.g., Australia.</p> <p><b>Enquiry:</b> Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.</p>	<p><b>Mapping:</b> Complete a simple BeeBot program using a grid map or carpet squares.</p> <p><b>Enquiry</b> - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</p> <p>Understand the key features of the life cycle of a plant or animal.</p>	<p><b>Mapping:</b> Draw information from a simple map and identify landmarks of our local area walk.</p> <p><b>Enquiry:</b> Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map.</p>	<p><b>Mapping:</b> Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p><b>Enquiry:</b> Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p>
<p><b>Communication:</b> Comment on what they notice about the environment where they live and <i>understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</i></p> <p><b>Observation:</b> <i>Explore the natural world around them</i> by taking part in weekly forest school inspired 'Wildabout' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>						
<p><b>Expressive Arts and Design</b></p>  <p><b>Kapow SOW.</b></p> <p><b>Music: Charanga SOW.</b></p>	<ul style="list-style-type: none"> <li>Listen to and begin to join in with singing in a group.</li> <li>Re-enact real-life experiences in their play.</li> <li>Explore colour mixing.</li> <li>Explore using different materials, tools, and techniques.</li> </ul> <p><b>Artist study</b> – Andy Goldsworthy (collaborative art). Kandinsky + Mondrian (through maths – 2D shapes).</p> <p><b>DT/Stem:</b> safely use the hammer, screw drivers and pliers.</p> <p><b>Charanga Songs:</b> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p>	<ul style="list-style-type: none"> <li>Sing in a group.</li> <li>Develop storylines in their pretend play, making use of props.</li> <li>Explore colour mixing.</li> <li>Explore using different materials, tools, and techniques.</li> </ul> <p><b>Artist study</b> – Andy Warhol + Roy Lichtenstein, Pop art. Jackson Pollock. Frank Bowling.</p> <p><b>DT/Stem:</b> split pin puppets. Clay work. Cooking.</p> <p><b>Charanga Songs:</b> I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Share creations, beginning to explain what they have done and why.</li> </ul> <p><b>Artist Study</b> – Dot paintings. Blossom art.</p> <p><b>DT/Stem:</b> make moving transport. Cooking.</p> <p><b>Charanga Songs:</b> Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes</p>	<ul style="list-style-type: none"> <li>Create collaboratively sharing ideas, resources, and skills.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Share creations, beginning to explain what they have done and why.</li> </ul> <p><b>Artist Study</b> – Arcimboldo.</p> <p><b>DT/Stem:</b> woodwork skills.</p> <p><b>Charanga Songs:</b> Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey</p>	<ul style="list-style-type: none"> <li>Listen attentively, move to, and talk about music, expressing their feelings and responses.</li> <li>Invent, adapt and recount narratives and stories.</li> <li>Sing and perform a range of songs, rhymes, poems.</li> </ul> <p><b>Artist Study</b> – Van Gogh, Monet, Picasso.</p> <p><b>DT/Stem:</b> construction – stem challenges. Cooking.</p> <p><b>Charanga Songs:</b> Big Bear Funk</p>	<ul style="list-style-type: none"> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Safely use and explore a variety of materials, tools and techniques.</li> <li>Create with purpose.</li> <li>Evaluate and adapt creations.</li> <li>Explain what, why, and how.</li> <li>Perform.</li> </ul> <p><b>Artist Study</b> – Frida Kahlo. Esther Mahlangu.</p> <p><b>DT/Stem:</b> construction – stem challenges.</p> <p><b>Charanga Songs Reflect, Rewind &amp; Replay:</b> Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p>
<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs, and chants. Experiencing different styles of music and exploring emotional responses; including multi-cultural dance and music.</p>						
<p><b>Interventions</b></p>	<p>Neli Talking Boxes Attention Autism Sensory circuits First and Then workstation Makaton sign language Pecs visual communication support SALT targets Additional 1-2-1 reading for PPG and non-home-readers</p>					