



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Topic	Our World	The Wonderful World of Julia Donaldson	Come with us to.. <i>The Jungle</i> <i>Walking with Dinosaurs</i> <i>Chinese New Year</i> <i>Space</i>	Traditional Tales	Animals & Farm	Nature & Environment <i>Habitats</i> <i>Growth</i> <i>Water</i>	
Key and Supporting Texts	Key Texts Naughty Bus - Jan Oke The Tiger Who Came to Tea - Judith Kerr Julian is a Mermaid - Jessica Love The Dot – Peter H Reynolds Busy People Books – People Who Help Us	Key Texts Room on the Broom Smartest Giant in Town The Gruffalo Gruffalo’s Child Stickman Monkey Puzzle Super Worm (all Julia Donaldson) Sharing a Shell – Julia Donaldson The Christmas Story (Nativity)	Key Texts The Little Green Dinosaur - <i>TFW Story</i> You Choose in Space - Pippa Goodhart Look Up! - Nathan Bryon Nian the Horrible Monster - <i>Chinese New Year Story</i>	Key Texts The Three Little Pigs The Gingerbread Man Little Red Riding Hood Tusk Tusk – David McKee How to Catch the Easter Bunny – Adam Wallace 10 Apples Up Top – Dr Seuss	Key Texts The Little Red Hen Handa’s Surprise – Eileen Brown The Little Green Hen – Alison Murray The Story of St George’s Day – Traditional On The Farm – Non-Fiction	Key Texts The Tiny Seed – Eric Carle A Tadpoles Promise – Jeanne Willis Ruby’s Worry – Tom Percival Errol’s Garden – Gillian Hibbs The Very Quiet Cricket – Eric Carle	



	Don't Put Your Finger Jelly, Nelly! - Nick Sharratt	The Story of Rama & Sita (Diwali) Halloween Witch – Barbara Vance	Non-Fiction Books (Jungle/Dinosaurs /Space) Rumble in the Jungle - Giles Andreae		Oi Frog – Kes Grey & Jim Field Poetry – Oi Frog Sequels – Kes Gray & Jim Field	Ramadan Moon – Nai'ma B Robert Non-Fiction Books (Habitats/ Growth/Water) Surprising Sharks - Nicola Davies Poetry – Commotion in the Ocean	
Personal, Social and Emotional	Theme: Being me in my world Work with others to make school a special place to be.	Theme: Celebrating differences Start to understand how to be a good friend	Theme: Dreams and goals Use kind words and actions to support your friends. Understand perseverance to	Theme: Healthy Me Understand the importance of exercise Understand how movement and	Theme: Relationships Identify jobs that people do at home.	Theme: Changing me Identify and name parts of the body Have a basic understanding o	Early Learning Goals: Self-Regulation Managing Self Building Relationships



	<p>Begin to understand own and others rights to learn and play</p> <p>Understand responsibility and why we work together to keep our classroom clean and tidy.</p> <p>Understand belonging and that we are similar and different</p> <p>Recognise and manage my own feelings</p> <p>Understand being kind to</p>	<p>Start to understand how to resolve conflicts independently</p> <p>Identify what you are good at and understand we are all good at different things</p> <p>Understand that difference makes us special</p> <p>Start to explain why home is special to them</p> <p>Understand that we are all different and the same in different ways</p>	<p>tackle challenges – things can be hard but we keep trying to learn</p> <p>Set a goal and work towards it</p> <p>Start to understand how learning can now affect your future.</p> <p>Talk about how it feels to achieve a goal. Know what it means to feel proud.</p>	<p>rest is good for the body</p> <p>Know what good sleep means and why it is important</p> <p>Understand why it is important to wash your hands – before eating, after going to the toilet and when I cough/sneeze</p>	<p>Know how to look after friends</p> <p>Think of ways to solve problems and stay friends</p> <p>Develop strategies to calm down when dysregulated</p> <p>Know how to be a good friend</p>	<p>things and foods that are healthy</p> <p>Understand that we all grow from babies to adults</p> <p>I can talk about how I feel to move to Year 1</p> <p>I can talk about my worries about moving to Year 1</p> <p>I can share my memories of reception</p>	<p>(See ELG's section at the bottom of document)</p>
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	others and using gentle hands	Recognise and understand emotions in others					
PSED Vocabulary	<p>Share Take-Turns Wait Listen Answer</p> <p>Happy, Sad, Upset, Excited, Worried</p>	<p>Share Take-Turns Wait Listen Answer</p> <p>Happy, Sad, Upset, Excited, Worried</p> <p>Stop I don't like it Can I play too? I feel sad/happy because...</p>	<p>Happy, Sad, Upset, Excited, Worried</p> <p>Achieve, Goal, Proud</p> <p>Good choice Not a Good Choice</p> <p>Stop I don't like it Can I play too? I feel sad/happy because...</p>	<p>Happy, Sad, Upset, Excited, Worried</p> <p>Achieve, Goal, Proud</p> <p>Hygiene, Healthy, Safety</p> <p>Stop I don't like it Can I play too? I feel sad/happy because...</p>	<p>Happy, Sad, Upset, Excited, Worried</p> <p>Achieve, Goal, Proud</p> <p>Hygiene, Healthy, Safety</p> <p>Stop I don't like it Can I play too? I feel sad/happy because...</p>	<p>Happy, Sad, Upset, Excited, Worried</p> <p>Achieve, Goal, Proud</p> <p>Hygiene, Healthy, Safety</p> <p>Stop I don't like it Can I play too? I feel sad/happy because...</p>	
Communication and Language	Engage in class and small group story times, maintain interest and attention and	Learn and talk about non-fiction texts and those linked to celebrations (Diwali, Christmas)	Understand how to listen carefully and why listening is important.	Use talk to help work out problems and organize thinking and activities, and	Use talk to help work out problems and organize thinking and activities, and	Articulate ideas and thoughts in well-formed sentences (including new vocabulary that	Early Learning Goals: Listening, Attention and Understanding



	<p>ask/answer questions.</p> <p>Learn and use new vocabulary linked to key texts & Makaton</p> <p>Listen to a range of rhymes and songs, notice rhythm and words and start to learn them</p> <p>Answer register appropriately to own name (good morning etc) and use simple language to make lunch choices</p> <p>Learn rhymes and songs linked to Maths (i.e. 5</p>	<p>Become familiar with Julia Donaldson stories from key texts, and recognize/repeat repetition, sometimes adding own words.</p> <p>Learn and use new vocabulary linked to key texts & Makaton</p> <p>Develop listening and attention to be a 'good learner' by following class rules.</p> <p>Learn songs linked to Nativity performance</p> <p>Start to learn and use the following</p>	<p>Develop talk-partner skills</p> <p>Become familiar with TFW story 'Little Green Dinosaur' and retell/innovate the story.</p> <p>Learn and use new vocabulary linked to key texts & Makaton</p> <p>Use talk to explain and work out problems.</p> <p>When describing something, start to use more detail in well-formed sentences.</p>	<p>how to explain how things work and why they might happen</p> <p>Learn some new songs in different languages</p> <p>Select, learn and talk about different kinds of texts.</p> <p>Learn, talk about and retell/innovate the story of The Gingerbread Man</p> <p>Start to learn and use the following vocabulary in context: so, then, who, what,</p>	<p>how to explain how things work and why they might happen</p> <p>Listen attentively to nonsense rhymes and poems (Oi Frog) and make own silly rhymes.</p> <p>Learn and use new vocabulary linked to key texts & Makaton</p> <p>Start to learn and use the following vocabulary in context: finally, next, who, where, why, what ,when</p>	<p>has been learned)</p> <p>Connect ideas or actions to one another using a range of connective vocabulary</p> <p>Learn and remember songs, including in different languages</p> <p>Use talk to work out and explain problems, and make predictions</p> <p>Talk about experiences in Reception using well formed sentences</p>	Speaking
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	<p>Hello Look Listen Sit</p> <p>Who And Because</p>	<p>Where Water Play Home</p> <p>But Who Where</p>	<p>Book Mummy Daddy Outside School Milk Fruit</p> <p>Or Yet When Why</p>	<p>Give Go Good More Sing Talk</p> <p>So, then</p> <p>Who, what, why, when, what</p>	<p>Apple Banana Orange Bricks Everyone Time</p> <p>Finally, next</p> <p>Who, what, why, when, what</p>	<p>Finally, next, so, but, and, then</p> <p>Who, what, why, when, what</p>	
<p>Physical Development</p>	<p>Develop a preference for a dominant hand</p> <p>Start to use appropriate pencil grip</p> <p>Start to use a range of tool competently, safely and confidently – sometimes with support</p>	<p>Use tripod pencil grip</p> <p>Start to develop the foundations of a writing style.</p> <p>Start to use a range of tool competently, safely and confidently: pencils, paintbrushes, scissors, knives, forks and spoons</p>	<p>Progress to a more fluent style of moving, with developing control and grace</p> <p>Develop foundations of a handwriting style which is accurate with letters being formed correctly.</p>	<p>Use a range of tools competently, safely and confidently: pencils, paintbrushes, scissors, knives, forks and spoons</p> <p>Manage risks by working safely and developing ability to run, stop and change direction .</p>	<p>Develop accuracy and control in ball skills including: rolling, stopping, throwing, bouncing, dribbling and kicking</p> <p>Throw with accuracy and learn how to keep score.</p> <p>Play games and develop an</p>	<p>Use a range of tools competently, safely and confidently: pencils, paintbrushes, scissors, knives, forks and spoons</p> <p>Use core muscle strength to achieve good posture when sitting at a table or on the floor.</p>	<p>Early Learning Goals –</p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</p>



	<p>Start to develop ball skills including: rolling, stopping, throwing, bouncing, dribbling and kicking</p> <p>Develop gross motor skills by using climbing equipment and trees.</p> <p>Know and be able to talk about personal hygiene.</p> <p>Be able to manage the school day: lining up, carpet time, mealtimes.</p> <p>Know about the importance of physical activity.</p>	<p>Know the importance of healthy eating and good dental hygiene.</p> <p>Explore and name some body parts. Look at how they move.</p> <p>Copy, remember and repeat actions with confidence.</p> <p>Start to move with control, co-ordination, linking actions together.</p>	<p>Start to use a range of tool competently, safely and confidently: pencils, paintbrushes, scissors, knives, forks and spoons</p> <p>Manage appropriate risks safely in a Forest School setting.</p> <p>Explore different ways to travel:</p> <p>Jump and land safely and with control</p> <p>Balance whilst stationary and on the move</p>	<p>Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future education sessions such as dance, gymnastics, sport and swimming</p> <p>Control rocking and rolling movements</p> <p>Start to create sequences and link actions together</p> <p>Explore striking a ball and keeping score</p>	<p>understanding of different roles.</p> <p>Develop co-operation and team-work skills, and learn to take turns.</p> <p>Know about the importance of having a good sleep routine</p> <p>Know how to be a safe pedestrian including crossing the road safely.</p> <p>Develop the foundations of a handwriting style that is accurate</p>	<p>Develop the foundations of a handwriting style that is accurate and efficient</p> <p>Jump and land safely</p> <p>Copy and create shapes with the body</p> <p>Balance and take weight on different body parts</p> <p>Work co-operatively as part of the team</p> <p>Play against and opponent</p>	
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<p>PD Vocabulary</p>	<p>Fast, slow Control, balance, safety, risk</p> <p>Throw, catch, bounce, dribble</p> <p>Pencil grip</p> <p>Scissors, knife, fork, spoon</p>	<p>Fast, slow Control, balance, safety, risk</p> <p>Throw, catch, bounce, dribble</p> <p>Pencil grip</p> <p>Healthy, unhealthy</p> <p>Body part names Food groups</p> <p>Dentist, hygiene, toothpaste, toothbrush</p>	<p>Fast, slow Control, balance, safety, risk</p> <p>Throw, catch, bounce, dribble</p> <p>Pencil grip</p> <p>Healthy, unhealthy</p> <p>Body part names Food groups</p>	<p>Fast, slow Control, balance, safety, risk</p> <p>Throw, catch, bounce, dribble</p> <p>Pencil grip</p> <p>Healthy, unhealthy</p> <p>Body part names Food groups</p>	<p>Fast, slow Control, balance, safety, risk</p> <p>Pedestrian Road safety Sleep routine</p> <p>Throw, catch, bounce, dribble</p> <p>Pencil grip</p> <p>Healthy, unhealthy</p> <p>Body part names Food groups</p>	<p>Fast, slow Control, balance, safety, risk</p> <p>Team Teamwork Posture</p> <p>Healthy, unhealthy</p> <p>Body part names Food groups</p>	
<p>Literacy</p> <p>Supported by Tales Toolkit and Little Wandle Phonics</p>	<p>Reading</p> <p>Show recognition of rhyme and rhythm in line</p>	<p>Reading</p> <p>Consolidate the first 20 (Little Wandle) sounds from flashcards</p>	<p>Reading</p> <p>Start to show quick recall of learnt sounds (Little Wandle) from flashcards.</p>	<p>Reading</p> <p>Recognise and recall digraphs from Phase 3</p>	<p>Reading</p> <p>Read sentences with known common exception words</p>	<p>Reading</p> <p>Read books that are matched to phonetic abilities</p>	<p>Early Learning Goals:</p> <p>Comprehension</p> <p>Word Reading</p>



	<p>with Set 1 learning.</p> <p>Revise and recall the first 20 (Little Wandle) sounds from flashcards</p> <p>Begin to blend simple CVC words using first 5 sounds</p> <p>Show an interest in books and stories.</p> <p>Start to recognize some common exception words.</p> <p>Writing</p> <p>Show an interest in writing by picking up a</p>	<p>Revise and recall next 15 (Little Wandle) sounds from flashcards including early digraphs.</p> <p>Begin to blend simple CVC words using first 5 sounds</p> <p>Re-read reading books to develop fluency, comprehension and enjoyment.</p> <p>Read common exception words.</p> <p>Independently access book in book corner</p> <p>Act out familiar stories</p> <p>Writing</p>	<p>Learn new digraphs from Phase 3</p> <p>Blend CVC and CVCC words that include digraphs that have been learned.</p> <p>Read simple words, captions and sentences in line with phonics learning.</p> <p>Re-read reading books to develop fluency, comprehension and enjoyment.</p> <p>Retell stories using TFW</p> <p>Writing</p>	<p>Blend and increasing number of CVC and CVCC words using known digraphs</p> <p>Read simple words, captions and sentences in line with phonics learning.</p> <p>Re-read reading books to develop fluency, comprehension and enjoyment.</p> <p>Retell and innovate stories using TFW</p> <p>Writing</p> <p>Write simple sentences using known letter to</p>	<p>using phonics knowledge.</p> <p>Read an increasing number of common exception words.</p> <p>Re-read reading books to develop fluency, comprehension and enjoyment.</p> <p>Writing</p> <p>Show increased independence and interest in writing at school during adult-led and independent sessions.</p> <p>Write simple sentences/capti</p>	<p>Re-read reading books to develop fluency, comprehension and enjoyment.</p> <p>Read an increasing number of common exception words.</p> <p>Writing</p> <p>Use phonic skills to write words in a phonetically plausible way.</p> <p>Begin to write simple sentences/captions using phonic knowledge that start to include capital letters and full stops.</p>	<p>Writing</p>
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	<p>pencil and mark-making independently</p> <p>Begin to develop correct pencil grip (if not already done so)</p> <p>Start to form lower case letters correctly in line with taught sounds.</p> <p>Write – Name writing, simple words and captions</p>	<p>Show an interest in writing by picking up a pencil and mark-making independently</p> <p>Start to form lower case letters correctly in line with taught sounds with correct grip.</p> <p>Write some simple words using known letter to sound correspondence</p> <p>Start to write short captions/sentences.</p> <p>Write – Lists, short messages</p>	<p>Show an interest in writing by picking up a pencil and mark-making independently</p> <p>Correctly form lower-case letters, start to form capital letters.</p> <p>Write some simple words using known letter to sound correspondence</p> <p>Start to write short captions/sentences.</p> <p>Write – Simple sentences, facts, retell stories</p>	<p>sound correspondence.</p> <p>Correctly form most letters with correct grip.</p> <p>Write some simple words using known letter to sound correspondence</p> <p>Start to write short captions/sentences.</p> <p>Write – Instructional writing, innovation and poems</p>	<p>ons using phonic knowledge that start to include capital letters and full stops.</p> <p>Start to re-read own writing to check own work.</p> <p>Spell words by identifying sounds and writing the corresponding letter.</p> <p>Write – Instructional writing, develop factual writing and sentence writing</p>	<p>Start to re-read own writing to check own work.</p> <p>Spell words by identifying sounds and writing the corresponding letter.</p> <p>Write – about experiences, develop sentence content and structure</p>	
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Literacy Vocabulary	Phoneme Grapheme Blending Reading Tricky word Blending fingers Letter	Phoneme Grapheme Blending Reading Tricky word Digraph Blending fingers Letter Sentence	Phoneme Grapheme Blending Reading Tricky word Digraph Trigraph Blending fingers Lower case letter Capital letter Sentence	Phoneme Grapheme Blending Reading Tricky word Digraph Trigraph Blending fingers Lower case letter Capital letter Sentence	Phoneme Grapheme Blending Reading Tricky word Digraph Trigraph Blending fingers Lower case letter Capital letter Sentence	Phoneme Grapheme Blending Reading Tricky word Digraph Trigraph Blending fingers Lower case letter Capital letter Sentence	
Mathematics Supported by 'Mastering Number in the EYFS'.	Mastering Number – Ordinal & Cardinal Principles through routine. Counting songs, stories, rhymes,	Mastering Number – Ordinal & Cardinal Principles through routine Counting songs, stories, rhymes, choral and group counting.	Mastering Number – Ordinal & Cardinal Principles through routine Counting songs, stories, rhymes,	Mastering Number – Ordinal & Cardinal Principles through routine Counting songs, stories, rhymes,	Mastering Number – Ordinal & Cardinal Principles through routine Counting songs, stories, rhymes,	Mastering Number – Ordinal & Cardinal Principles through routine Counting songs, stories, rhymes,	Early Learning Goals: Number Numerical Patterns



	choral and group counting.	Number	choral and group counting.	choral and group counting.	choral and group counting.	choral and group counting.	
	Number	Explore the composition of numbers to 5	Number	Number	Number	Number	
	Count objects, actions and sounds.	Start to compare numbers to 5	Develop an understanding of zero (the empty set).	Explore the composition of numbers to 10.	Start to develop a deeper understanding of numbers by:	Explore number facts up to 10 – including doubles, odds and evens.	
	Begin to subitise.	Represent numbers to 5 in different ways.	Explore the composition of numbers to 5 and start to learn number bonds.	Start to recall number bonds for numbers 0–10	Building numbers beyond 10.	Compare quantities in different contexts - grouping and sharing.	
	Compare quantities using language: ‘more than’, ‘fewer than’.	Start to subitise to 5	Represent, compare and explore the composition of 6, 7 and 8.	Begin to count beyond 10 with accuracy.	Understanding counting patterns beyond 10.	Use number fact knowledge such as number bonds and subitising to solve problems.	
	Represent numbers to 3 in different ways.	Link the number symbol (numeral) with its cardinal number value (to 5)	Consistently link the number symbol (numeral) to its cardinal number value.	Continue to develop understanding of adding by combining groups (to 10)	Understanding the composition of numbers through learning skills related to:		
	Shape, Space and Measure	Start to explore and understand the ‘one more than/one less than’ relationship between		Shape, Space and Measure	Adding Taking Away	Shape, Space and Measure	
Compare and match items by their properties.							
Extend and create ABAB							



	<p>patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p>	<p>consecutive numbers.</p> <p>Shape, Space and Measure</p> <p>Start to manipulate shapes in different ways to develop spatial reasoning.</p> <p>Talk about and explore 2D shapes using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</p> <p>Show an understanding of sequence and time and how it relates to night and day.</p>	<p>Start to add by combining groups.</p> <p>Shape, Space and Measure</p> <p>Compare length, height, weight and mass.</p> <p>Understanding how to make a pair.</p> <p>Understand time through the sequencing of events.</p>	<p>Talk about and explore 3D shapes using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</p> <p>Continue, copy and create repeating patterns, including more complex patterns.</p>	<p>Shape, Space and Measure</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Continue to develop understanding of patterns and relationships in relation to number.</p> <p>Deepen understanding of measure through challenges and problem solving.</p> <p>Use spatial reasoning skills in mapping and design activities.</p>	
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Maths Vocabulary	<p>Lots More Fewer Less Same Under Over</p>	<p>More Less Fewer Long Short First Then In Front Behind Under On Top</p>	<p>Beginning Middle End</p>	<p>Straight Flat Round Corners Sides</p>	<p>Add/Addition Subtract/Subtracting Take-Away</p>	<p>I know because.. It is.....because.... It is not.....because... Left Right Forward Back</p>	
Understanding the World	<p>Explore our new classroom and school environment (Settling In)</p> <p>Recognise that people have</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways (festivals & celebrations)</p>	<p>Explore the Forest environment in Forest School, talk about plants, animals and habitats</p>	<p>Explore and discuss our local area, community and buildings. What is the same or different to other areas.</p>	<p>Learn about farms - what are farms for? What do they provide for us? What food comes from farms? (Farm Visit)</p>	<p>Observe natural changes in living things (Butterfly Growth & Planting Seeds)</p> <p>Recognise that people have</p>	<p>Early Learning Goals</p> <p>Past and Present</p> <p>People, Culture and Communities</p>



	<p>different beliefs and celebrate special times in different ways (festivals & celebrations)</p> <p>Celebrate differences between people and their families</p> <p>Describe what you can hear, see and feel using appropriate vocabulary</p> <p>Observe and comment on familiar images of the past. Talk</p>	<p>Celebrate differences between people and their families</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Observe the changes in materials and describe what they see, feel and hear.</p>	<p>within (Forest School)</p> <p>Describe a particular environment or habitat, and the creature that inhabit them and compare to natural life in this country (Jungle Theme)</p> <p>Explore themes of extinction and creatures that lived long ago (Dinosaur Theme)</p> <p>Compare and contrast characters in stories, including</p>	<p>What do we know about our immediate environment? (Local Area Walk)</p> <p>Understand what a material is.</p> <p>Suggest appropriate uses for materials</p> <p>Make a prediction in a simple experiment</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways (festivals & celebrations)</p> <p>Celebrate differences between people and their families</p> <p>Explore the natural world through gardening.</p>	<p>different beliefs and celebrate special times in different ways (festivals & celebrations)</p> <p>Celebrate differences between people and their families – learn about different languages</p> <p>Draw information from a simple map</p>	<p>The Natural World</p>
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	about family and community.		figures from the past.				
Science Links (in conjunction with TAPS planning)	<p>Incy Wincy Shelter Test</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Use materials for a purpose</p>	<p>Frozen Balloons</p> <p>Describe what they see, hear and feel</p> <p>Observe melting, freezing and changes in materials.</p>	<p>Forensic Footprints</p> <p>I can identify my senses and use them to explore the world around me</p> <p>I can observe and compare.</p>	<p>The Gingerbread Man Falls Into...</p> <p>Making a prediction Was your prediction correct?</p> <p>Observe changes and think about why they happened.</p>	<p>Does This Grow on a Farm?</p> <p>Where does food come from?</p> <p>How does our food grow?</p> <p>Taste and describe.</p>	<p>Butterfly/Frog Life Cycle</p> <p>Explore the natural world around them.</p> <p>Understand the stages of a life-cycle</p> <p>Understand that all living things have a life-cycle.</p>	
UW Vocabulary	<p>Material</p> <p>Change</p> <p>Celebration</p> <p>Festival</p> <p>Difference</p>	<p>Freezing</p> <p>Melting</p> <p>Ice</p> <p>Water</p> <p>Material</p> <p>Celebration</p> <p>Festival</p> <p>Difference</p>	<p>Observe</p> <p>Compare</p> <p>Material</p> <p>Celebration</p> <p>Festival</p> <p>Difference</p> <p>The Past</p> <p>Extinction</p> <p>Habitat</p>	<p>Prediction</p> <p>Outcome</p> <p>Why</p> <p>Celebration</p> <p>Festival</p> <p>Difference</p>	<p>Farm</p> <p>Senses</p> <p>Taste</p> <p>Smell</p> <p>Food</p> <p>Celebration</p> <p>Festival</p> <p>Difference</p> <p>Habitat</p>	<p>Life-Cycle</p> <p>Chrysalis</p> <p>Celebration</p> <p>Festival</p> <p>Difference</p> <p>Habitat</p> <p>Language</p>	



Expressive Art and Design	<p>Explore and engage in music making and dance both individually and in small groups.</p>	<p>Learn a storyline and songs and act in a play in front of others (Christmas Play)</p>	<p>Develop storylines in pretend play</p>	<p>Develop storylines in pretend play</p>	<p>Develop storylines in pretend play</p>	<p>Develop storylines in pretend play</p>	Early Learning Goals Creating with Materials Being Imaginative
	<p>Sing in a group increasingly matching the pitch and following the melody</p>	<p>Independently develop storylines in their play</p>	<p>Engage in cultural dance and movement (Dragon Dances)</p>	<p>Retell and innovate traditional tales to include new characters, settings and endings</p>	<p>Listen attentively, move to and talk about music, expressing feelings and responses, making comparisons between different music genres.</p>	<p>Develop an extended repertoire of songs including some in different languages</p>	
	<p>Copy and develop their own storylines in pretend play</p>	<p>Use a range of materials to construct artwork with a purpose</p>	<p>Independently develop storylines in their play</p>	<p>Independently develop storylines in their play</p>	<p>Work collaboratively to create artwork such as 3D sculptures, collages and models.</p>		
	<p>Use a pencil to draw and create different effects</p>	<p>Use a range of resources to create festive cards and wrapping paper</p>	<p>Retell and innovate stories that they have learned</p>	<p>Use a range of resources to create an Easter card using scissors to cut and glue to stick independently</p>	<p>Work collaboratively to create artwork such as 3D sculptures, collages and models.</p>		
	<p>Create a self-portrait and be able to represent their features to include eyes,</p>		<p>Develop an imaginary narrative using ideas from</p>				



	nose, mouth, hair and eye brows as well as own skin tone.		stories and songs				
Music Links	<p><u>Phase 1 Phonics</u></p> <p>Listening, Rhythm and Sound Recognition. Dance & Movement included in P.E. planning for T1</p>	<p><u>Christmas Performance</u></p> <p>Learning songs & accompanying dances/percussion . Rhythmic movement included in P.E. planning for T2</p>	<p><u>Dragon Dances for Chinese New Year –</u></p> <p>Learning new styles of music, cultural dance and songs.</p>	<p><u>Exploration of instruments</u></p> <p>Learning names of instruments, listening & identifying, following and repeating, exploring different ways of making sounds.</p>	<p><u>Environmental Sounds & Natural Instruments –</u></p> <p>Listening to different environmental sounds, making music with natural objects, themed songs around farms and animals</p>	<p><u>End of Year Performance - Learning 4 songs in Different Languages</u></p> <p>Learn words, singing in groups, solo & rounds, accompanying percussion.</p>	
EAD Vocabulary	<p>Imagination, pretend, character</p> <p>Rhythm, pitch, pulse</p>	<p>Imagination, pretend, character, expression</p> <p>Loud, quiet</p>	<p>Imagination, pretend, character, expression</p>	<p>Imagination, pretend, character, expression</p>	<p>Imagination, pretend, character, expression</p>	<p>Imagination, pretend, character, expression</p>	



	Self-portrait – ears, nose, eyes, mouth, hair, eyebrows	Perform, audience Nativity based vocabulary	Musical Instrument names Rhythm, pitch, pulse Story language for TFW – once upon a time, first, next, finally, after that, then	Musical Instrument names Rhythm, pitch, pulse Story language for TFW – once upon a time, first, next, finally, after that, then	Rhythm, pitch, pulse, fast, slow, high, low Story language for TFW – once upon a time, first, next, finally, after that, then	Rhythm, pitch, pulse, fast, slow, high, low Story language for TFW – once upon a time, first, next, finally, after that, then	
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