Puddletown First School Long Term Planning 2022-2023

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Торіс	Wonderful Me	Come and join the celebration	If you go down to the woods today	Above and Beyond	Down on the farm	Let's explore
Harmony Principle	The Principle of Diversity	The Principle of Oneness	The Principle of Interdependence	The Principle of Cycle	The Principle of Health	The Principle of Adaptation
Enquiry Question	What makes me special?	What and how do we celebrate?	Why do Polar Bears live in the Arctic?	Why do we have day and night?	What food do we get from farms?	What is different about the Seaside and Puddletown?
Intention	Celebrating the uniqueness of every child and valuing difference in our class.	Learning to celebrate special people and special times together.	Noticing what happens in nature outside our classroom and why animals need certain environments to thrive.	Learning about cycles in nature and finding out why we have seasons.	Learning about where food comes from and how to make healthy choices.	Learning about our local area and how it compares to a seaside environment.
Geometry	Human Body	Maths Sacred geometry / Islamic design	Art / Artists	Architecture The Golden Ratio/ Fibonacci	Plants	Animals
Sustainability Theme	Settling into school life, first half term	Appreciating others for what they do	Growing projects in the reception garden /school	Recycling in our school	Finding out what food comes from our local area	Water cycle Looking after our Marine and Coast
Great works	Open afternoon - self portrait gallery	Christmas Production	Open afternoon - Bear themed	Space Day	Visit to a local farm	Visit to the Sea life Centre or trip to Swanage on the train.
Communication	Understand how to	Listen in familiar & new situations.	Listen attentively in a range of situations.	Understand why listening is	Listen and understand instructions	Listen and respond with relevant
and Language	listen carefully and	Engage in story times.	Maintain attention during appropriate	important.	while busy with another task.	questions, comments, or actions.
	why listening is	Maintain attention in new situations.	activity.	Maintain attention in different	Maintain activity while listening.	Attend to others in play.
	important.	Ask questions to find out more and to check	Engage in non-fiction books.	contexts.	Understand how, why, where	Make comments and clarify thinking
	Engage in story	they understand what has been said to them.	Consider the listener and take turns.	Use talk to help work out problems	questions.	with questions.
	times, rhymes, and	Follow instructions with 2 parts in a familiar	Use talk to organise/stand for something else in	and organise thinking and activities	Describe events in some detail.	Retell the story once they have
	songs.	situation.	play.	explain how things work and why they	Express ideas about feelings and	developed a deep familiarity with
	Maintain attention	Start a conversation with peers and familiar	Begin to use past tense.	might happen.	experiences.	the text; some as exact repetition
	in whole	adults and continue for many turns.	Begin to recount past events.	Ask questions to find out more and	Articulate their ideas and thoughts	and some in their own words.
	class/groups.	Develop social phrases	• ·	check understanding.	in well-formed sentences.	Speak in well-formed sentences
	Follow 1 step			Articulate their ideas and thoughts in	Use language to reason.	with some detail.
	instructions.			well-formed sentences.		Use new vocabulary in different
	Understand 'why'			Listen to and talk about selected		contexts.
	questions.			non-fiction to develop a deep		Use past, present, and future tenses
	Use sentences 4-6			familiarity with new knowledge and		in conversation with peers and
	words.			vocabulary		adults. Use conjunctions to extend
	Use talk to			Begin to connect one idea or action to		and articulate their ideas.
	organise play.			another using a range of connectives.		
				Describe events in some detail.		
	Learn new vocabula	ıry Listen	carefully to rhymes and songs, paying attention to	how they sound.	Use new vocabulary in different contex	ts
	Use new vocabulary	-	rhymes, poems, and songs.	-	Listen to and talk about stories to build	

Personal, Social	Can talk about	Beginning to express their feelings and	Show pride in achievements.	Can make choices and communicate	Beginning to know that children	Able to identify and moderate own
and Emotional	feelings.	consider the perspectives of others.	Understand behavioural expectations of the	what they need.	think and respond in different	feelings.
Development	Welcome	Begin to take turns and share resources.	setting.	Begin to show persistence when	ways to them.	See themselves as a unique and
Self-regulation	distractions when	Independently choose where they would	Can explain right from wrong and try to	faced with challenges.	Can talk about their own abilities	valued individual.
	upset.	like to play.	behave accordingly.	Can keep play going by	positively.	Can seek out a challenge and enjoy
	Increasingly follow	Continue to build constructive and respectful	Manage their own needs.	co-operating, listening, speaking,	Confident to try new activities	the process.
	rules. Know likes and	relationships.	Can identify kindness. Seek others to share activities and	and explaining. Can reflect on the work of others	Show resilience and perseverance.	Show sensitivity to others' needs and feelings.
	dislikes.		experiences.	and self-evaluate their own work.		reemigs.
	Independently		experiences.			
	organise					
	belongings in the					
	morning.					
	Manage personal					
	hygiene.					
	Build constructive					
	and respectful relationships.				JIGSAW: HEALTHY ME	
	JIGSAW: BEING	JIGSAW: CELEBRATING DIFFERENCE	JIGSAW: DREAMS AND GOALS	JIGSAW: RELATIONSHIPS	JIOJAW. HEALITTI ME	JIGSAW: CHANGING ME
	ME IN MY	(INCLUDING BULLYING)				
	WORLD				TRICK BOX: WIN WIN	
		TRICK BOX: STAND TALL	TRICK BOX: COLOUR BREATHING	TRICK BOX: FLOATING CLOUD		TRICK BOX: FREE FLOW
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	Project Key Question:	Key Question: Why do Christians perform Nativity plays	Key question:	Key Question: Why do Christians put a cross in an	Key question: What makes a person really	Key Question: How can we care for our wonderful
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Education	Project Key Question: Why is the word 'God' so important to Christians?	Key Question: Why do Christians perform Nativity plays at Christmas?	Key question: How can we help others when they need it?	Key Question: Why do Christians put a cross in an Easter Garden?	Key question: What makes a person really unique and precious?	Key Question: How can we care for our wonderful world?
Education Physical	Project Key Question: Why is the word 'God' so important to Christians? Further develop	Key Question: Why do Christians perform Nativity plays at Christmas? Revise and refine the fundamental	Key question: How can we help others when they need it? Further develop and refine a range of ball	Key Question: Why do Christians put a cross in an Easter Garden? Know and talk about the different	Key question: What makes a person really unique and precious? Combine different movements with	Key Question: How can we care for our wonderful world? Confidently and safely use a range
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book the right way up book tead cloud to them, with prompts. and turn some pages appropriotely. Know that text in English is read top to tobatom and left to right. Row with clifferance batween tox a in print a limited selection. Give a simple ophicin on a book they have a short passage of text. Made inferences to canser a caussion begining (Why do you think?!) in a platter book or role-play. Word Reading: Read and short words or phrases a short passage of text. Made inferences to canser a caussion begining (Why do you think?!) in a platter book for them. Made inferences to canser a caussion begining (Why do you think?!) in a platter book for them, where answer is clearly signposts. Made inferences to canser a caussion a short passage of text. Made inferences to canser a caussion begining (Why do you think?!) in a platter book for them, where answer is clearly signposts. Made inferences to canser a caussion a short passage of text. Made inferences to canser a caussion a short passage of text. Made inferences to canser a caussion a short passage of text. Made inferences to canser a caussion a short passage of text. Made inferences to canser a caussion a short passage of text. Made inferences to canser a caussion a to them Made inferences to canser a caussion a short passage of text. Made inferences to canser a caussion a short passage of text. Made inferences to canser a caussion a short passage of text. Made inferences to canser a caussion a to them Made inferences to canser a caussion a to them Made inferences to canser a caussion a to them Made inferences to caussion a to them Made inferences to caussion a to to t	nd give a simple ke a relevant comment cometimes show some less familiar words
and turn some pages Sequence two events from a familiar story, using paper, pictures from book or role-ploy. Ploy is influenced by experience of books (small world, role play). red, when prompted. Recognise repetition of words or phrases in picture book host base need to the picture book host base need to picture book host base need to the picture book host base need to the picture book host base need to picture book host base need to picture book host base need to picture book host base need host picture book host base need to picture book host bas	nd give a simple ke a relevant comment cometimes show some less familiar words
appropriately: puppets, pictures from book or role-play. In your interpretation of words or phrases in a short passage of text. Deprive a words, role pilory. <	ke a relevant comment cometimes show some less familiar words
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between text and illustrations. Between text and illustrations. illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Illustrations. Biolog Johing in with rhyme, songs and poems. Illustrations. Exploin in simple terms what is happening in a plature in a familiar story. Word Reading: Read individual letters by saying the sounds for them. Uteracy Word Reading: Read individual letters by saying the sounds for them. Word Reading: Read individual letters by saying that each represent one sound and say sounds for them. Bend sounds into words, so that they can read able to orally blend and samenter Word Reading: Read individual letter-sound carcersonednerses. Read output etter-sound carcersonednerses. Read sounds letter-sound carcersonednerses. Read sounds lettences made	
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general sound discrimination and be able to orally blend and sequent. the sounds made up of known letter-sound correspondences. Read common exception words are experimented by the sounds into words	ead some tricky words
able to orally blend and segment. correspondences. Read common exception words correspondences.	said, like, have, so.
and segment.	
	ς.
matched to the school's phonic programme. Read common exception words matched to the school's up of words with known letter-sound up of words with known letter-sound	
phonic programme. correspondences and, where necessary, correspondences and, where necessary,	
some exception words. an increasing number of exception	
words.	
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.	
Phonics Phase 2 graphemes Phase 2 graphemes Phase 3 graphemes Phase 3 graphemes Phase 4 graphemes	
s a t p ff ll ss j ai ee igh oa oa ar or ur oo ow oi ear short vowels CVCC long vowel sounds	
g o c k z zz qu Phase 4 words Phase 4 words and	
words with s /s/ added at the end (hats sits)	
Li ci un ci su da ci	ing —es
sh th ng hk sources words words sources words	
compound words	
longer words	
Tricky words: put pull full as and bas his her pure	id/ /ed/, -ed /d/
words with -es at end /z/	id/ /ed/, -ed /d/
Theky words: said, so, have like, some,	id/ /ed/, -ed /d/
Tricky words: Revision of all covered.	id/ /ed/, —ed /d/ ing in:
there, when, what, one, out, today	id/ /ed/, —ed /d/ ing in:
	id/ /ed/, —ed /d/ ing in:

				Tricky words: Revision of all covered.	Tricky words: s come, love, do, there, when, w
the	Tricky words: put, pull, full, as, and has, his, her, go, no, to, into, she, push, he, of we, me, be	Tricky words: was, you, they, my, by, all, are, pure	sure,	longer words words with s in the middle /z/ s words ending —s words with —es at end /z/	—ing, —ed /t/,
Tricky words: is, I,	 words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) 	longer words		words ending in —ing compound words	compound wor root words end
hbfl	sh th ng nk	words with double letters: dd mm tt bb rr gg pp ff		longer words	longer words
g o c k ck e u r	z zz qu words with s /s/ added at the end (hats sits)	ur ow oi ear air er	_	longer words words with two or more digraphs	short vowels longer words

Literac		Emergent writing: Copies adult writing behaviour	Emergent writing: Use appropriate letters for initial	Emergent writing: Build words using letter	Emergent writing: Continue to build on	Emergent writing: Show awareness of the	
	Develop listening and speaking skills in a	e.g. writing on a whiteboard, writing messages.	sounds.	sounds in writing.	knowledge of letter sounds to build	different audience for writing.	
	range of contexts.	Makes make marks and drawings using increasing			words in writing. Use writing in play. Use	Write short sentences with words with	
	Aware that writing	control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols.			familiar words in their writing.	known letter-sound correspondences using	
	communicates	Write letters and strings, sometimes in clusters like				a capital letter and full stop	
	meaning. Give	words.					
	meaning to marks they	Composition: Use talk to link ideas, clarify					
	make. Understand that	thinking and feelings. Understands that thoughts					
	thoughts can be	and stories can be written down.	Composition: Orally compose a sentence and hold it	Composition: Orally compose a sentence	Composition: Write a simple sentence	Composition: Write a simple narrative in	
	written down. Write their name copying it	Spelling: Orally spell VC and CVC words by	in memory before attempting to write it.	and hold it in memory before attempting to	with a full stop.	short sentences with known letter-sound	
	from a name card or	identifying the sounds.		write it and use simple conjunctions.		correspondences using a capital letter and full stop.	
	try to write it from	Write own name.	Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.	Spelling: Spell to write VC, CVC and CVCC	Spelling: Spell words by drawing on	Write different text forms for different	
	memory.		independently using Phase z graphemes.	words independently using Phase 2 and	knowledge of known grapheme	purposes (e.g. lists, stories, instructions.	
		Handowiting Francistan from their same		phase 3 graphemes. Spell some irregular common (tricky) words	correspondences.	Begin to discuss features of their own	
	Composition: Use talk	Handwriting: Form letters from their name correctly. Recognise that after a word there is a	Handwriting: Shows a dominant hand. Write from left	e.g. the, to, no, go independently.	Make phonetically plausible attempts	writing e.g. what kind of story have they written.	
	to organise describe	space.	to right and top to bottom. Begin to form recognisable	Handwriting: Holds a pencil effectively to	when writing more complex unknown	Spelling: Spell words by drawing on	
	events and		letters.	form recognisable letters. Know how to form	words. Handwriting: Form most lower-case	knowledge of known grapheme	
	experiences.			clear ascenders and descenders.	letters correctly, starting and finishing in	correspondences.	
					the right place, going the right way round	Make phonetically plausible attempts when	
	Spelling: Orally				and correctly orientated. Include spaces	writing more complex unknown words e.g.	
	segment sounds in				between words.	using Phase 4 CCVCC	
	simple words.					Spell irregular common (tricky) words e.g.,	
	Write their name	Handwriting N.B. The letters children can form	correctly will relate to their name, phonics phases and	d other letters which children have been taual	t to form correctly)	he, she, we, be, me independently. Handwriting: Use a pencil confidently to	
	copying it from a name card or try to		• • • • • • • • • • • • • • • • • • •		· · · · · · · · · · · · · · · · · · ·	write letters that can be clearly recognised	
	write it from memory.					and form some capital letters correctly.	
	Handwriting: Know						
	that print carries						
	meaning and in						
	English, is read from left to right and top to						
	bottom.						
	Draws lines and						
	circles.						
Helicopter S	Story Adults scribing and	Adults are dictated to by the child, the adult says	Child knows groups of letters make up a word and a	More phonetically correct words are written	Child takes the pen more and more, until	Child confident to write a simple short	
Writing	writing down word for	each word as it is written, pointing out gaps and	group of words make sentences. Child continues to	by child along with common words, e.g. 'the'	eventually they are writing complete	story. May still need a phonics mat to	
Developme	word, child decides	punctuation. Re-reading and scanning and checking	write the initial sound of a word which may develop	and known tricky words. Can use a phonic	phrases. May still need a phonics mat to	support.	
	part he/she would like to play and then on a	writing. Child begins to write the initial sound of a	to a VC and a CVC words and the adult continues to	mat or work bank to support. Adult writes	support.		
	simple stage to act out	word and the adult continues to write the other	write the other parts of the story.	any unknown words.			
	the story.	parts of the story.					
A 4	tics Count objects, actions,	Explore the composition of numbers to 10	Explore the composition of numbers to 10	Explore the composition of numbers to 10	Explore the composition of numbers beyond	Explore the composition of numbers beyond	
Mathema	and sounds.	Subitise	Subitise	Subitise	10.	10.	
	Subitise	Automatic recall number bonds 0-10	Automatic recall number bonds 0-10	Automatic recall number bonds 0-10	Subitise	Subitise	
					Automatic recall number bonds 0-10	Automatic recall number bonds 0-10	
			Albertin El			Find my pattern On the move	
	Just like me! Match and sort	It's me 1, 2, 3!Light & darkRepresenting 1, 2 & 3Representing numbers to	Alive in 5! Growing 6, 7, 8 Introducing zero 6, 7 & 8	Building 9 & 10 Counting to 9 & 10	To 20 and beyondFirst, then, nowBuild numbers beyondAdding more	Find my patternOn the moveDoublingDeepening	
	Compare amounts	Comparing 1, 2 & 3 5	Comparing numbers to 5 Combining two amounts	Comparing numbers to	10 Taking away	Sharing & grouping understanding	
	Compare size, mass &	Composition of 1, 2 & 3 One more or less	Composition of 4 & 5 Making pairs	10 Bonds to 10	Count patterns beyond 10 Spatial reasoning 2	Even & odd Patterns & relationships Spatial mapping (4)	
	capacity	Circles and triangles Shapes with 4 sides Time	Compare mass (2) Length & height Compare capacity (2) Time (2)	3-D shapes Consolidation	Spatial reasoning 1 Match, rotate, manipulate decompose	Spatial reasoning 3 Spatial mapping (4) Visualise and build Mapping	
	Exploring pattern	Positional language		Spatial awareness Patterns			
Oraciansta	ghout Link the number symbol	with its cardinal number value.	Select, rotate, and manipulate shapes to develop			•	
Ongoing throu							
Ongoing throu the year	Count beyond ten. Com			recognise a shape can have other shapes within i	t, just as numbers can.		
	Count beyond ten. Com	e/one less than' relationship between consecutive numbe		recognise a shape can have other shapes within i	t, just as numbers can.		

immediate family and the relationship to them. Name and describe people who are familiar to them.	Chronology: 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. Enquiry: 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. Comment on images of familiar situations in the past.	Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)	Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline. Enquiry: Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.	Chronology: Recount an event, orally, pictorial and/or with captions. Enquiry: 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.	Chronology: Order experiences in relation to themselves and others, including stories. Enquiry: 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.
Respect: Themselves, special things in their own lives.	Respect: Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Respect: 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.	Respect: 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.	Respect: Understand that some places are special to members of their community.	Respect: Animals and know how to care for an animal/pets
Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, nature area map and read commons signs and logos. TOPIC Talk about and describe features of their own family. Look at ways you have changed since being a baby. Stages of development Develop a sense of community. Go on a sensory walk.	Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc. TOPIC Use the language of of time when talking aboutpast/present evnts in the children's own lives. Find out about key historical events and why and how we celebrate them today? Remembrance day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	 Mapping: 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., Antarctica. Enquiry: 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. TOPIC Learning about 'real' bears, panda bears, polar bears, sun bears, brown bears, etc. Learn about where they come from and what their habitats are like. Learn about hibernation. Looking at old and new teddy bears and comparing them. What is the same? What is different? How do we know something is old? Comparing photos. Learning about famous bears. 	Mapping: Complete a simple BeeBot program using a grid map or carpet squares. Enquiry - 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 TOPIC Learning about Space, using powerpoints, films and non-fiction space books. Space themed science experiments, bubbling planets, craters on the moon, glowing stars. Space maps. Water tray – glitter, sequins, blue water, plastic bottle rockets. Making rockets and setting them off outside.	Mapping: Draw information from a simple map and identify landmarks of our local area walk.Enquiry: 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. Find out about their local area by talking to people, examining photographs, and visiting local places.TOPIC Hatching eggs.Where does food come from?Visit to a farm?What food do we get from plants?How do we care for animals?What are our favourite farm animals and why?Growing beans, potatoes etc	Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps)Enquiry: 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.TOPIC How do we dress differently for the beach?How did people used to dress?What different animals can you find at the beach to Puddletown?How and why are animals different?How are the environmants different? Sand/grass, pond/ sea.Looking after your home.What do animals eat? Food chains.
	purple Skills Technole Us Rather th day routing	Ind Trackpad Keyboard Skills Drawing skills ogy Around Hardware Safety and Privacy een a scheme with set lessons, the early years r ne and set-up of an early years setting with op e Early Years curriculum to support children in	Quizzes Using Purple Mash with an Individual Login resources are designed to integrate int portunities for using Mini Mash or Purp	ple Mash as	

Expressive Arts	TOPIC		TOPIC	ΤΟΡΙΟ	TOPIC
and Design	Family trees	Pumpkin pictures	Use instruments to add to the performance of 'We are	Learning songs and rhymes about Space	Little Red Hen and Thre
	Paper plate faces	Bonfire / Firework pictures	going on a Bear Hunt'		
	Make faces out of	Bonfire Roleplay	Pencil drawing of a teddy bear. Polar bear collages.	Listen to Gustav Holst "The Planets" – create movements to the music	Farmers in his den
	natural and loose	Firework dance	Bear faces made from paper plates (brown bear,	Making star biscuits	Old McDonald had a far Scarecrow
I -7₩ -	parts.	Making rockets Poppy art	panda bears or polar bears)	Design an alien	
	Self portraits.	Diwali patterns	Role play – acting out the story of Goldilocks and the three bears. Making chairs or beds for the small teddy		Make a scarecrow
	Sensory table.	Diwali clay lamps	bears out of construction kits.	Space themed pictures	Painting farm animals
	Create paintings	Advent and Christmas crafts	Bear – colouring sheets.	Van Gogh's – Starry night	Painting with tractor who
	that reflect	Making Christmas cards Learning songs linked to the	-	Space rockets	Collaged farmyards
	different	Christmas Nativity		Space role play (outside) make a large rocket	Making bread
	emotions.	Performing in the Christmas Nativity			Making bread
	Learning Voice box				
	songs.				
	Learning rhymes				
	and songs.				
	ARTIST STUDY -	ARTIST STUDY - Klandinsky	ARTIST STUDY -	ARTIST STUDY – Van Gogh	ARTIST STUDY –
				_	
	Sing up	Sing up	Sing up	Sing up	Sing up
	<u>l've got a grumpy</u>	Witch, witch	Birdspotting: Cuckoo polka	Up and down	It's oh so quiet!
	<u>face</u>	Musical focus	Musical focus	Musical focus	Musical focus
	Musical focus	Call-andresponse	Active listening	 Pitch contour (rising and falling) 	Dynamics
	• Timbre	• Pitch (la-so-mi-do)	Beat	Songs	• Timbre
	• Beat	• Timbre	• Pitch (so-mi)	• Up and down	Musical storytelling
	Pitch contour	Songs	Vocal play	Hickory, dickory, dock	Songs
	Songs	• Witch, witch	. ,		Pass the secret rour
	• I've got a grumpy			Five fine bumble bees	 Bang my drum
	face		Shake my sillies out	<u>Five fine bumble bees</u> Musical focus	
	• Happy	Row, row, row your boat	Musical focus	• Timbre	<u>Slap clap clap</u>
	The sorcerer's	Musical focus	• Timbre	• Tempo	Musical focus
	apprentice	Beat Ditch (ctor)	Pitch (higher/ lower) Tompo (factor (slower))	Structure (call-andresponse)	Music in 3-time
	Musical focus	Pitch (step/leap) Timbro	 Tempo (faster/ slower) Songs 	Active listening	• Beat
	Musical	• Timbre	Shake my sillies out	Songs	Songs
	storytelling	Songs • Row, row, row your boat		Five fine bumble bees	• Slap clap clap
	•Louder/quieter	• The transport song			
	• Faster/slower				
	• Higher/lower				
	• Timbre				
	Songs				
	Alice the camel			Create collaboratively sharing ideas,	
			Return to and build on their previous learning, refining	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to music, expressing their fea
	Develop storylines in	Sing in a group or on their own, increasingly matching	ideas and developing their ability to represent them.		music, expressing their ter responses.
	their pretend play.	the pitch and following the melody.			
		•	•	artistic effects to express their ideas and feelings	
		Explor	e and engage in music making and dance, performing solo o	r in groups. Singing – well known nursery rhyme	es, familiar songs and chan

	TOPIC
n and Three Little Pigs Music	Making our own Rainbow Fish for a class display. Clay fish
s den	Making a bug hotel.
d had a farm, Dingle Dangle	Design a sea creature.
	Stone sculptures.
crow	Sand sculptures on the beach.
animals	Art out of beach waste Coloured sand pictures.
tractor wheels	Designing sunglasses
nyards	Role play – zoologist, ice cream
1	shop (outside) Planning games to plan on the
	beach.
	Art linked to Geometry
JDY –	ARTIST STUDY -
	Sing up
iet!	Down there under the sea
	Musical focus
	• Timbre
	Structure
orytelling	Active listening
	 Tune moving in step
cret round	Soundscape
rum	Songs
	• Down there under the cos

• Down there under the sea

Bow, bow, bow Belinda

Musical focus

- Beat
- Active listening

• Accompaniment

Songs

• Bow, bow, bow Belinda

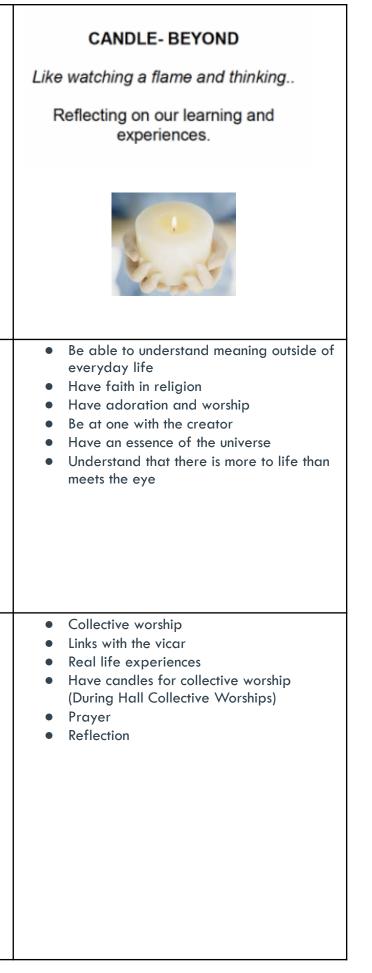
Watch and talk about dance and performance art, expressing their feelings and responses.

ely, move to, and talk about ing their feelings and

s and chants.

Spirituality in EYFS

	MIRRORS - SELF Like looking in a mirror	WINDOWS - BEAUTY Like looking through a window	DOORS - OTHERS Like opening a door to welcome people
	Thinking about ourselves and how we feel about things.	Looking at the world in new ways.	In Understanding how other people feel.
Knowledge Aspect	 Understanding I am a unique person Have a perception of myself Having self-worth Having values and beliefs that are my own Having self confidence Feeling joy, fulfilment, peace, patience, freedom, humility, integrity and creativity Having my own identity Being able to make decisions and take responsibility Feeling joy and celebrating achievements Being able to be silent and reflect 	 Have awe and wonder about the world See the beauty relating to the man-made and natural world Have care and consideration towards nature Connect with nature Value nature and creation Be curious and inquisitive about the world around them Ask big questions about life Have a sense of mystery Have an open mindedness to life 	 Having empathy, concern, compassion and forgiveness for others Appreciating and understanding others values, opinions, principles and beliefs Caring and nurturing approach to others Being able to create inter-personal relationships Be able to feel love, hope and trust Be able to follow the values of my school community Enjoy and engage in celebrations See others as feeling thinking beings Have an awareness of failure, loss, disappointment, suffering and pain of others
How do we encourage Spirituality?	 Reflecting on their own beliefs through collective worships and RE activities and lessons. Discussions and conversations in class, with adults and with peers Reflection on their own experiences Celebrations of success within and outside of the school community Through visitors, trips and clubs Half termly values Prayer space Providing children with good role models from all adults in school Promoting positive, considerate, kind attitudes by all adults in school. Recognising the backgrounds and individual needs of all children in school Behaviour choices and encouraging children to make the right decisions 	 Curriculum; through learning about the world in multiple subject areas Collective worships Community projects both internal and external (Recycling) Real life experiences 	 Working with and raising money for charities Collective worships Celebration assemblies Curriculum subjects and activities Half termly values Prayer space Community links- project outcomes and links with local groups Creating links with parents to encourage a home/school partnership Children can conduct themselves appropriately amongst each other Discussion of real world events and news.



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, nonfiction, 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.