

	Autumn 1 On my doorstep	Autumn 2 People who help us	Spring 1 All around the world.	Spring 2 Wonderfully Wild!	Summer 1 Ready, Steady, Grow!	Summer 2 Under the Sea!
Important Dates	Recycling Week (20.9) Rosh Hashanah (25.09) Harvest Festival (23.10) Black History Month (Oct) Fire visit (3.10) World Space Week (4.10)	Bonfire Night (05.11.) Remembrance Day (11.11) Anti-Bullying Week (14.11) Nursery Rhyme Week (14.11) Children in Need (18.11) Advent (27.11) Christmas Jumper Day (9.12) Hanukkah (7.12) Diwali (12.11) St. Andrews Day (30.11)	Birdwatch (05.01) Burns Night (25.01) Storytelling Week (29.01) Lunar New Year (12.02) Valentine's Day (14.02) Chinese New Year Safer internet day	St David's Day (01.03) Pancake Day (21.02) World Book Day (03.03) British Science Week (11.03) Red Nose Day (17.03) St Patrick's Day (17.03) Holi (18.03) Mothers' Day (27.03) Easter	Eid (21.04) Earth Day (22.04) St George's Day (23.04) Ramadan (23.04) Chickens arrive (24/4)? May Day (01.05) World Bee Day (20.05)	World Ocean Day (08.06) Healthy Eating Week (13.06) Father's Day (18.06) Summer (21.06)
Weekly Themes	1. Transition 2. Getting to know you 3. Emotions 4. Harvest 5. Black History week 6. All about Autumn 7. Nocturnal animals	1 Fireworks Week 2 All about police 3 Diwali 4 All about firemen 5 All about Dentists and oral health 6. Postmen and Nativity 7. Christmas	1. England 2. China 3. Italy 4. Brazil 5. India 6. Japan	1. Pancakes 2. Dinosaurs 3. Lions 4. Tigers 5. Science Week 6. Signs of Spring/Easter	1. Earth Week (4 days) 2. life cycle of Chickens 3. seeds/harvesting 4. Planting 5. Where does our food come from? 6. Growing vegetables	1 Looking after the ocean 2. Healthy eating week 3. Animals that live in the sea 4. Depths of the ocean 5. Pirates 6. Poems commotion in the ocean 7. Transition to year 1
Literacy Texts	The colour monster We're going on a bear hunt The naughty bus	Jolly Christmas Postman Little Red Hen	Handa's surprise Emma Jane's aeroplane	The little green dinosaur 10 little dinosaurs Mr Wolfs pancakes	Jack and the Beanstalk Jaspers Beanstalk	Horray for Fish! The big book of the blue Somebody swallowed Stanley A new home for a pirate The Rainbow Fish

Key Vocabulary	Family Different Unique Naughty (Naughty Bus) Vehicles Harvest	Rhyme Jobs services Help Teamwork Diwali People who help us Christmas Nativity Presents / gifts Cards Celebrate	Celebrations Faiths New Year	Wild Dinosaurs Safari Names of dinosaurs Footprints	Growing Seeds Plants What we need to keep things alive Harvesting	Ocean Aquarium Plastic pollution Swallowed Plastic Different sea creature names
WOW moments	Listening walk to the field Harvest Festival performance Visit to Tilgate for autumn walk Firemen visit	Dentist visit? Nativity Play Little Street Role Play – TRIP 13/11	Chinese new year activities Making pizza Rio carnival – masks and music Sushi making Holi festival Making sushi Trip to Pizza Express	Making Pancakes Tilgate trip? Science week Easter story Egg painting? Mother’s Day cards Red Nose Day World book day dressing up	Hatching ducks/chicks Trying different salads/vegetables – making fruit kebabs Planting seeds	Trying food Commotion in the ocean paintings End of year trip

<p>English – Writing</p>	<p>Key knowledge</p> <ul style="list-style-type: none"> - Distinguishing between different marks they make - Sometimes giving meaning to marks they draw and paint - Ascribing meaning to marks they see in different place - Can write their name - Beginning to use letter shapes - Understands that writing goes from left to right <p>Genre</p> <ul style="list-style-type: none"> - Drawing - Mark making <p>Key skills</p> <ul style="list-style-type: none"> - Mark making in different mediums - Name writing - Gross/fine motor activities 	<p>Key knowledge - Christmas</p> <ul style="list-style-type: none"> - To hear and say initial sounds when writing (words when applicable) - Writes labels independently - Writing in different mediums <p>Genre</p> <ul style="list-style-type: none"> - Christmas cards - Descriptions - Reports - Problem solving plans -maps <p>Key skills</p> <ul style="list-style-type: none"> - Writing labels - Activities to support forming letters correctly - Fine motor for key children 	<p>Key knowledge</p> <ul style="list-style-type: none"> - To hear and say initial sounds when writing (words when applicable) - Continues a rhyming string - Writes their name/labels independently - Can segment the sounds in simple words and blend them together - Writes words (age appropriate, CVC) independently using their phonic knowledge - Introduce upper and lower-case letters - Can read their labels and captions back <p>Genre</p> <ul style="list-style-type: none"> - Lists - Labelling - Captions - Speech bubbles <p>Key skills</p> <ul style="list-style-type: none"> - Name writing - Writing labels linked to lists - Activities to support forming letters correctly - Fine motor for key children - Rhyming activities - Games supporting hearing initial sounds - Sound bingo 	<p>Key knowledge</p> <ul style="list-style-type: none"> - Attempts to write short sentences in meaningful contexts - Uses his/her phonic knowledge to write words in ways which match their spoken sounds - Beginning to write some irregular common words - Begins to include finger spaces in their work - Understands that a full stop goes at the end of a sentence <p>Genre</p> <ul style="list-style-type: none"> - Fact finding / fact writing - Exposure to nonFiction books and writing <p>Key skills</p> <ul style="list-style-type: none"> - Irregular word bingo – links to spelling - Support in finding facts and information - Model writing for a purpose 	<p>Key knowledge</p> <ul style="list-style-type: none"> - Confidently write some irregular common words - Writes simple sentences which can be read by themselves and others - Spell words correctly and some words are phonetically plausible. - Includes fingers spaces. - Understands the need for a capital letter - Includes a full stop. <p>Genre</p> <ul style="list-style-type: none"> - Animal stories - Missing posters - Descriptions <p>Key skills</p> <ul style="list-style-type: none"> - Modelling how to describe something – giving clues - Developing story writing - Support in writing extended sentences 	<p>Key knowledge</p> <ul style="list-style-type: none"> - Writes simple sentences which can be read by themselves and others - Spell words correctly and some words are phonetically plausible - Sentences include a capital letter, finger spaces and a full stop. <p>Genre</p> <ul style="list-style-type: none"> - Fact writing - Story writing - Maps <p>Key skills</p> <ul style="list-style-type: none"> - Developing story writing - Support in writing extended sentences.
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			<ul style="list-style-type: none"> - Big paper to support plans - Images to support caption writing - Model writing for a purpose 			
Reading Comprehension Word reading	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> - Has favourite stories/rhymes/poems etc - Uses (beginning to join in with) repeated refrains/fills in words from familiar stories and songs - Enjoying rhyming and rhythmic activities - Understands syllables - Looks at books independently and handles them carefully - Begins to recognise their name and familiar prints <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Access to a range of quality texts. - Listening games - Rhyming games - Hearing initial sounds - - Reading familiar stories – pausing at key points for children to fill in the gaps. - I spy wall 	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words - Listens to and joins in with stories and poems, one to one, and also in small groups - Confidently recognises their name and familiar prints - Can segment the sounds in simple words and blend them together and knows which letters represent some of them <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Fills in the missing words or phrases in a known rhyme, story or game - Exposure to a range of rhythmic poems and stories - Games which include their written name - I spy wall - Reading cvc words – games - Link bullet point one to cards (Christmas or other). 	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> - Understands rhyme and alliteration - Suggest how the story might end - Listening to stories with increasing attention and recall - Describes the main story settings, events and characters - Can segment the sounds in simple words and blend them together and knows which letters represent some of them <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Rhyming activities - - Reading cvc words – games - Access to a range of quality text – with strong links to our topic of around the world. - Time to talk about the books and what they can see and describing what has happened/could happen. 	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> - Non-Fiction books - - Begins to read words and simple sentences - Uses vocabulary and forms of speech that are increasingly influenced by their experience of books - Uses phonic knowledge to decode regular words and reads them aloud - Introduce digraphs (unit 7) <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Knowing the difference between fiction and nonfiction - Knowing how to get the information they need from the book. 	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> - Reads and understands simple sentences - Reads some irregular words - Demonstrates understanding when talking with others about what they have read. <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Modelling reading aloud / group reading (following along when you are listening) - Irregular word bingo - Exposure to different types of text. - Answering questions about what they have just read. 	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> - Reads and understands simple sentences - Uses phonic knowledge to decode regular words and reads them aloud accurately. - Describes the main events in simple stories they have just read. - Reads common exception words <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Exposure to different types of text. - Answering questions about what they have just read. -Exposure to books containing extended sentences and words.

<p>Reading Provision</p>	<ul style="list-style-type: none"> - 1:1 reading with children daily as a minimum expectation. - PP children and any children who require catch up keep up session to be read with more than once a week. - Sounds-write reading books to be included within the continuous provision daily to enable children to consolidate their reading knowledge. 	<ul style="list-style-type: none"> - 1:1 reading with children at least once a week as a minimum expectation. - PP children and any children who require catch up keep up session to be read with more than once a week. - Phonic catch up keep up session to commence with Caroline Coomey– these groups will include children who are PP/not meeting minimum expectations for term 2. - Sounds-write reading books to be included within the continuous provision daily to enable children to consolidate their reading knowledge. - Group reading to begin with confident readers. 	<ul style="list-style-type: none"> - 1:1 reading with children at least once a week as a minimum requirement. - Group reading to begin with confident readers. - Sounds-write reading books to be included within the continuous provision daily to enable children to consolidate their reading knowledge. 	<ul style="list-style-type: none"> - 1:1 reading with children at least once a week as a minimum requirement. - Group reading to begin with confident readers. - Sounds-write reading books to be included within the continuous provision daily to enable children to consolidate their reading knowledge. 	<ul style="list-style-type: none"> - Group reading with children who are confident readers. - 1:1 reading to continue with children who require further support with reading knowledge. - Begin whole class reading using online Sounds Write resources. - Sounds-write reading books to be included within the continuous provision daily to enable children to consolidate their reading knowledge. 	<ul style="list-style-type: none"> - Group reading with children who are confident readers. - 1:1 reading to continue with children who require further support with reading knowledge. - Begin whole class reading using online Sounds Write resources. - Sounds-write reading books to be included within the continuous provision daily to enable children to consolidate their reading knowledge.
<p>Phonics</p>	<p>Following sounds write program starting with the initial code. Focus on Unit 1 and 2</p>	<p>Following sounds write program starting with the initial code. Focus on Unit 3, 4 and 5.</p>	<p>Following sounds write program starting with the initial code. Focus on Unit 6 and 7.</p>	<p>Following sounds write program starting with the initial code. Focus on Unit 8.</p>	<p>Following sounds write program starting with the initial code. Focus on Unit 9 and 10</p>	<p>Following sounds write program starting with the initial code. Focus on Unit 11.</p>

<p>Maths - number</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - To know number names up to 5 - To know that numbers identify how many objects are in a set - To match pictures and objects - Compare amounts - Sort objects to a type <p><u>Key Skills</u></p> <ul style="list-style-type: none"> Uses some number names in play - Comparing comparisons of quantities - Sorting techniques - Matching numbers to quantities - Songs and rhymes 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - To know numbers 1,2 and 3 - subitise to 3 and then to 5 - To reciting number names in sequence and recognising numbers, focus on 1-3 and then to 5 - Represent numbers to 3 and then to 5. - To know and recognises numerals 1 – 5 - One less than a number to 5 and one more than a number to 3 - Addition within 10 - One less than numbers to 5 <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Showing interest in representing numbers - Begin to show an interest in number problems - Careful counting opportunities up to 10 - Recognising numerals in the environment 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> -To introduce 0 - To find subitise and represent numbers to 5 and then 6,7 and 8. - 1 more and 1 less - composition of numbers to 5 - Conceptual subitising of numbers to 5. - To think about number bonds to 5 - Making pairs odds and even numbers - To know the term doubling. - understand that 2 numbers put together creates a new total. - To be able to compare numbers using the language of greater than, less than, more, fewer, the same, equals etc - To understand numbers can be odd and even <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Recognising and counting objects to 10 and beyond - Using language of more/fewer when comparing - To be exposed to numicon and cubes - Free flow opportunities 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - To know the term doubling - Children will understand number bonds to 10 (addition) -To make arrangements of 10 - Contextual subitising to 10. - To explore odd and even - To be able to recognise numbers from 11-20 - Children will understand the + sign and what this means with numbers within 10. - To be able to count to 20 showing good 1:1 correspondence. <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - To know where numbers are placed on a number line - To show addition and subtraction (when thinking about number bonds) and apply their knowledge within their free flow play. 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Building numbers beyond 10. Focus on number bonds to 10 (focus on children remembering these without visual aids. - Subitising up to 5. Counting beyond 20 -Verbal counting patterns - To use number knowledge to help understand sharing equally and halving - To use doubles and build on them - Teen numbers recap - Continue to develop their understanding and recognising of numbers to 20 <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - To show addition and subtraction (when thinking about number bonds) and apply their knowledge within their free flow play. - Children to recognise the amount of a number just by looking at an image up to 5. - Exploring and finding own maths problems 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - To be able to count to 10 and beyond (up to 20) understanding the numerical pattern - Missing numbers on a number line - To use number knowledge to help understand sharing equally and halving - Even and odd sharing - Understand the 1 more and 1 less relationship between consecutive numbers. - Problem solving - Addition and subtraction facts focus. <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - To count reliably to 10 and beyond - To practically use resources to show addition and subtraction. - To practically share objects between groups - To practically split things into two groups
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<p>Maths numeral patterns</p>	<p>Key Knowledge - To name 2D shapes - To begin to describe properties of 2D shapes Key Skills - Access to shapes in the provision both indoors and outdoors. -Talking about and recognising patterns. - Talking about size of shapes.</p>	<p>Key Knowledge -To understand capacity – fully, empty, half full, nearly full etc - Pattern – using colours, shapes and numbers. Key Skills - Shows an interest in shape by making arrangements. - Spotting 2D in the environment - Ordering different things by weight/capacity</p>	<p>Key Knowledge - Children will name and describe 3D shapes and select a particular named shape. - Understanding positional using language associated with this - Explore and represent patterns with numbers up to 10, including evens and odds - To length and compare lengths of different objects using standard and non – standard measures. - Being aware of measurement Key Skills - Ordering different things by length and height - Measuring distances in simple ways - Knowing what numbers are odd and what numbers are even.</p>	<p>Key Knowledge - Compare lengths of different objects using standard and non – standard measures. - Being aware of measurement Key Skills - Using everyday language relating to measure - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p>	<p>Key Knowledge - Children will name and describe 2D and 3D shapes and select a particular named shape. - Children will recognize that shapes can have other shapes within them Key Skills - Using everyday language relating to time - Measuring short periods of time in simple ways - Comparing weight/capacity</p>	<p>Key Knowledge - To be able to compare heights - To be able to compare weights and understand what the language associated with this. Key Skills - Talking about and comparing colour and shape patterns - Problem solving with money</p>
<p>Key vocabulary</p>	<p>More than / less than Pattern / big / small / shape names / sides / corners Times of the day / morning / afternoon / evening /</p>	<p>Number names 1 – 10 / Number bonds / add / equals / total 2D shape names / some 3D shape names / 2D shape properties 3D shape names / 3D shape properties / heavy / light</p>	<p>Number names to 10 and beyond / 1 more / more / less / one less / Positional language / measure / long / short / the same</p>	<p>Doubling / halving / sharing / same / groups / equal / fair Money</p>	<p>1 more / more / less / one less / add / subtract / groups / equals capacity / full / empty Positional language</p>	<p>We will assess gaps and link key vocab to individual children.</p>

<p>Communication and language</p> <p>Listening, attention and understanding</p> <p>Speaking</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Beginning to listen with interest to stories - Beginning to listen and engage with others (adults and children) - Understands language (noises or words) is a form of communication - Learns new vocabulary rapidly <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Learning names and saying them correctly. - Joining in with rhymes and stories they are familiar with. - Use talk to describe what the children are doing. - Asks simple questions and uses simple sentences e.g where's mummy. <p><u>Key Vocabulary</u></p> <p>Listen / stop / hello / goodbye / toilet / hungry / hot / cold</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Learns rhymes and songs - Engages with story times - Understands they need to listen to others 1 to 1 and in small groups when someone is talking - Joins in with repeated refrains and anticipates key events - Developing an understanding of concepts e.g big or little - Understands simple instructions <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Knowing they need to stop what they are doing and listen - Opportunities to work and talk with others in their play. - Putting things away when asked - Beginning to use more complex sentences to link thoughts - Can re-tell a simple past event in the correct order <p><u>Key Vocabulary</u></p> <p>Big / little away /</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Can still listen and do and can shift their attention. - Is able to follow directions - Is able to explain events in more detail - Beginning to understand how and why questions <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Knowing when to stop and when it applies to them - Carries out actions or selects the correct picture to show understanding of prepositions eg the cat is under the table - Knowing when to use how and why questions and how to answer them - Builds up vocabulary that reflects their experiences - Uses a range of tenses <p><u>Key Vocabulary</u></p> <p>Positional language – on top / under / next to / behind / in front</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Maintains concentration during appropriate activities - Understand a story does not have to have pictures - Understand they have to listen to others when in a conversation <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Free flow provision to meet needs and interest to encourage longer periods of concentration - Exposure to stories without pictures or prompts - To be able to respond to what has been said in a conversation - Uses language to imagine and recreate roles in situations - Links statements and sticks to a main theme <p><u>Key Vocabulary</u></p> <p>Story language – character / setting / events</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Children engage in non-fiction books - Children listen to and understand stories <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Children listen attentively in a range of situations - Respond to stories with comments, questions and/or actions - Introduces a storyline or narrative into their play - Children express themselves effectively showing awareness of the listener <p><u>Key Vocabulary</u></p> <p>Question language related to stories</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Listens attentively to what others say and responds appropriately - Children follow instructions involving several ideas or actions - Children express themselves effectively recognising the need for different tenses. <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Responding to others when engaged in an activity - Children answer how and why questions about their experiences / and in response to stories or events - Using past, present and future forms accurately - Develop their own narrative and explanations <p><u>Key Vocabulary</u></p> <p>Question language related to stories and responses.</p>
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<p>PSED</p> <p>Self-regulation Managing self Building relationship s</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Interested in others and their play - Beginning to form friendships with child/children. - Separating from main carer with support - Aware that actions have consequences - Understanding boundaries and routines <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Beginning to learn about the school values. - Sharing different resources with their peers. - Expresses wants/needs/interests - Using their words / pictures to express how they are feeling <p><u>Key Vocabulary</u></p> <p>Values: - Resilience, Respect, Aspiration, Working together, Tree Top 3</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Play in a group – extending and elaborating ideas - Select and use activities and resources with help Welcomes and values praise for things they have done - Begins to accept the needs of others - Aware of boundaries set and of behavioural expectations in the setting <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Exposure to group games – turn taking - The academy charter - boundaries - Teaching children to find resources that they might need - Initiating play - Shows confidence in asking adults for help 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Enjoys responsibility with undertaking small tasks - More outgoing to unfamiliar people and situations - Can usually tolerate delay when needs are not immediately met - Children understand wishes may not always be met <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Free flow opportunities to play in groups and with adults - Understands that questions will further their knowledge - Understanding how the visual timetable can help them - Begins to explain knowledge and ask questions - Demonstrates friendly behaviour initiating conversations and forming good relationships with peers and familiar adults <p><u>Key Vocabulary</u></p> <p>who, what, where, when, how</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Initiating conversation and taking account of what others say - Confident to speak to others about own needs, wants, interests and opinions - Can usually adapt behaviour to different events and situations <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Understands routine - Listening to others one to one and in small groups - Can describe themselves in positive terms and describe abilities - Adapts well to changes in the routine 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Play cooperatively taking turns with others - Children are confident to try new activities and say why they like some more than others - Understands that their own actions effect other people <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Takes steps to solve problems with other children (compromise) - The children say when they do or do not need help - Begin to negotiate and solve problems without aggression. 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Children understand and are sensitive to other people and their feelings - They work as part of a group and understand and follow the rules <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Children are confident to speak in a familiar group and talk about their ideas and can choose the resources that they need for their activity - Children talk about their feelings and behaviour and its consequences
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<p>Dimensions</p>	<p><u>Making Relationships</u> - Play cooperatively - Taking Turns - Initiating conversations - Shows sensitivity to the needs of others.</p> <p><u>Self Confidence and Awareness</u> - Confident to try new activities - To say when you do or do not need help.</p> <p><u>Managing feelings/behaviour</u> - Beginning to be able to negotiate and solve problems without aggression.</p>	<p><u>Making Relationships</u> - Asks appropriate questions of others - Takes account of one another’s ideas about how to organise an activity - Shows sensitivity to others’ needs and feelings and form positive relationships with adults and other children</p> <p><u>Self Confidence and Awareness</u> - Confident to speak to others about own needs, wants, interests and opinions - Can describe self in positive terms and talk about abilities - Con-dent to speak in a familiar group</p> <p><u>Managing feelings/behaviour</u> - Talks about their own and others’ behaviour and its consequences</p>	<p><u>Making Relationships</u> - Asks appropriate questions of others - Plays co-operatively, taking turns with others - Shows sensitivity to others’ needs and feelings and form positive relationships with adults and other children</p> <p><u>Self Confidence and Awareness</u> - Can describe self in positive terms and talk about abilities - Chooses resources they need for their chosen activities</p> <p><u>Managing feelings/behaviour</u> - Talks about how they and others show feelings - Talks about their own and others’ behaviour and its consequences</p>	<p><u>Making Relationships</u> - Takes account of one another’s ideas about how to organise an activity - Takes account of one another’s ideas about how to organise an activity</p> <p><u>Self Confidence and Awareness</u> - Can describe self in positive terms and talk about abilities - Chooses resources they need for their chosen activities</p> <p><u>Managing feelings/behaviour</u> - Works as part of a group or class, and understands and follows the rules - Talks about their own and others’ behaviour and its consequences</p>	<p><u>Making Relationships</u> - Plays co-operatively, taking turns with others - Explains own knowledge and understanding</p> <p><u>Self Confidence and Awareness</u> - Confident to speak to others about own needs, wants, interests and opinions</p> <p><u>Managing feelings/behaviour</u> - Beginning to be able to negotiate and solve problems without aggression</p>	<p><u>Making Relationships</u> - Explains own knowledge and understanding - Plays co-operatively, taking turns with others - Takes account of one another’s ideas about how to organise an activity</p> <p><u>Self Confidence and Awareness</u> - Confident to speak to others about own needs, wants, interests and opinions - Says when they do or don’t need help</p> <p><u>Managing feelings/behaviour</u> - Talks about their own and others’ behaviour and its consequences</p>
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<p>Physical Development</p> <p>Gross motor – Real P.E</p>	<p><u>Unit 1</u></p> <ul style="list-style-type: none"> - I can follow instructions, practise safely and work on simple tasks by myself - I enjoy working on simple tasks with help <p><u>Fundamental skill –</u></p> <ul style="list-style-type: none"> - Coordination , footwork - Static balance, one leg 	<p><u>Unit 2</u></p> <ul style="list-style-type: none"> - I can work sensibly with others, taking turns and sharing - I can play with others and take turns and share with help <p><u>Fundamental skill</u></p> <ul style="list-style-type: none"> - Dynamic balance to agility, jumping and landing - Static balance, seated 	<p><u>Unit 3</u></p> <ul style="list-style-type: none"> - I can understand and follow simple rules and can name some things I am good at - I can follow simple instructions <p><u>Fundamental skill</u></p> <ul style="list-style-type: none"> - Dynamic balance, on the line - Static balance, stance 	<p><u>Unit 4</u></p> <ul style="list-style-type: none"> - I can explore and describe different movements - I can observe and copy others <p><u>Fundamental skill</u></p> <ul style="list-style-type: none"> - Coordination, ball skills - Counter balance, with a partner 	<p><u>Unit 5</u></p> <ul style="list-style-type: none"> - I can perform a single skill or movement with some control. - I can perform a small range of skills and link two movements together - I can move confidently in different ways <p><u>Fundamental skill</u></p> <ul style="list-style-type: none"> - Coordination, sending and retrieving - Agility, Reaction/response 	<p><u>Unit 6</u></p> <ul style="list-style-type: none"> - I am aware of why exercise is important for good health - I am aware of the changes to the way I feel when I exercise <p><u>Fundamental skill</u></p> <ul style="list-style-type: none"> - Agility, ball chasing - Static balance, Floor work
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<p>Physical Development</p> <p>Fine motor</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Is starting to eat independently and learning how to use a knife and fork - Shows a preference for a dominant hand <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Modelling good eating in the dinner hall - Encouraging children to hold different mark making materials 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Is developing the foundations of a handwriting style which is fast, accurate and efficient - Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Encouraging children to hold mark making materials - Children will take part in handwriting sessions to encourage letter formation 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips - Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly - Shows a preference for a dominant hand - Uses one-handed tools and equipment, e.g. making snips in paper with scissors <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Links to superheroes – what do they need to stay healthy. - Reminders for children to practise good hygiene and become independent within this 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Uses a range of small tools, including scissors, paint brushes and cutlery (ELG) <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Exposure to different jobs that people do and how they keep themselves safe – how do we keep ourselves safe. - Allowing children opportunities to practice safety measures e.g. using larger play blocks. 	<p><u>Key Knowledge – Fine</u></p> <ul style="list-style-type: none"> - Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases (ELG) - Is beginning to show accuracy and care when drawing (ELG) <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Pictures and prompts to support children in holding their pencils correctly - Opportunities for the children to draw with different media 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases (ELG) - Is beginning to show accuracy and care when drawing (ELG) <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Pictures and prompts to support children in holding their pencils correctly - Opportunities for the children to draw with different media
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<p>Understanding of the world</p> <p>People, culture and communities</p> <p>Past and present</p>	<p>Key Knowledge Children will know about similarities and differences between himself/herself and be able to talk about these Children will understand that everyone is unique Children will be able to talk about their own immediate family.</p> <p>Key Skills - Quality text – Colour monster. Exploring how we are the same and different. - Children talking about their families and their homes. - Talking about why they are important.</p>	<p>Key Knowledge Celebrations: Christmas, Halloween, birthdays, Diwali - Children will be able to talk about past and present events in his/her own life and in the lives of family members. - Children will be taught that some things have already happened in the past and some things might be happening. - Children will think about things that may have happened to members of their family and understand that this has happened before or when they were a different age (“when my mummy/daddy was little....”)</p> <p>Key Skills - Describes special events that they may have experienced - Comments and asks questions about aspects of their world such as the place they live</p> <p>Maps – children to make maps of The Jolly Postmans route</p>	<p>Key Knowledge celebrations: Chinese New Year, New Year, Holi - Understanding different cultures through our topic of all around the world. Know different people celebrate different events. Links to understanding about immediate family and understanding that some things have happened in the past will be continued throughout the provision and in learning and investigating time.</p> <p>Light touch focus: Children will focus on vegetables and healthy eating (links to the English focus and PD).</p>	<p>Key Knowledge - Children will compare different members of their family -think about different ages and think about some of the experiences they might have had - Understands and is interested in different occupations and ways of life, comparing and contrasting different elements they might see (pictures, stories etc) - Children will be able to talk about the different roles that people play in society and think about how these might have changed (pictures to support this)</p> <p>Key Skills - Role play and free flow opportunities to explore different occupations - Talks about why things happen and how things work</p>	<p>Key Knowledge - Children will look at pictures, stories and videos to help them see what a place looked like in the past and what this looks like now. - Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps – this will contrast with what it is like in the rainforest – is it the same? Is it different?</p> <p>Key Skills Why do things change? Why do things have to change?</p>	<p>Key Knowledge - Children will look at the changing state of the ocean over time – why has this happened. - Children will look at animals that have lived under the sea in the past but may not be there now. - Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps – this will contrast with what it is like?– is it the same? Is it different?</p> <p>Transition links - Children will be able to think about significant topics they have enjoyed learning about and represent this in different ways. - Children will be able to celebrate their achievements.</p> <p>Key Skills Why do things change? Why do things have to change?</p>
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<p>The Natural World</p>	<p>Key knowledge</p> <ul style="list-style-type: none"> - Children will talk about and discuss their local area (Tilgate). - Children will think about what they might see on their journey to school. - Children will begin to look at simple maps and look at what these might include e.g. road, houses, traffic lights etc. <p>Key skills</p> <ul style="list-style-type: none"> - Understanding where the children live and belong. - To build on their knowledge of their local area - Children will in the year will compare their environment and others. 	<p>Throughout this term children will focus on ‘People, culture and communities’ – looking at different occupations and why these are important to the community.</p> <p>Key knowledge</p> <ul style="list-style-type: none"> - Children will look at seasonal changes with a focus on autumn and winter. - Children will be able to talk about colours, animals, weather that they might see during these seasons. - Children will be able to draw and represent their environment and seasonal changes. <p>Key skills</p> <ul style="list-style-type: none"> - Describe changes that they can see (objects, natural environment) - Can talk about why things have changed 	<p>Seasonal key knowledge</p> <ul style="list-style-type: none"> - Pupils will know about changing states – that water can be turned into ice and then ice can turn back into water. - Children will look at seasonal changes with a focus on autumn and winter. <p>Key skills</p> <ul style="list-style-type: none"> - Making predictions about what will happen - Making observations of what they can see - Developing vocabulary to explain what has happened/they have seen. <p>Topic Key knowledge</p> <p>Handa’s Surprise</p> <ul style="list-style-type: none"> - Look at safari animals, Children will think about different environments that would be suitable for the animals. - Children will think about why our environment might not be suitable - Children will think about other animals that might live in the Savannah. <p>Key skills</p> <ul style="list-style-type: none"> - Comments and describes their own familiar environment 	<p>Key knowledge</p> <ul style="list-style-type: none"> - Children will compare and contrast the plants and animals that they would see in different places. - Children will explore and explain the best habitats for different animals - Children will look at the life cycle of a chosen animal. <p>Key Skills</p> <ul style="list-style-type: none"> - Looks closely at similarities differences - Talks about features of their own environment and how things differ. 	<p>Key knowledge</p> <ul style="list-style-type: none"> - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things. - Explore the natural world around them, making observations and drawing pictures of animals and plant <p>Key skills</p> <ul style="list-style-type: none"> - Describe changes that they can see (objects, natural environment) - Can talk about why things have changed - To be able to explain what a plant needs to survive. 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - Children will look at a different environment (Under the Sea) and talk about how this is different from the environment we live in. - Children will look at the different animals that live under the sea and compare these with animals that live on land. - Children will understand the need to care and look after animals and the natural environment (link to plastic pollution in the ocean) - Children will know what the term recycling means and why this is important. <p>Key Skills</p> <ul style="list-style-type: none"> - Talks about past and present events about their own lives and of their family - Can talk about some of the things they have observed e.g plants and animals -They make observations of animals and plants.
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			- Making comparisons between familiar environment and another key place			
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<p>Expressive Arts and Design</p>	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To be able to paint a self portrait and understand that every person is unique. - Explicit teaching of drawing faces and expressing emotion. PHCSE link Colour - Monster Using different drawing media and drawing on different surfaces. - How to paint. - How to hold a paint brush effectively. - How to select an appropriate colour through observation so that it is as realistic as possible. - Create work in the style of an artist. - Creating a new colour by mixing colours together. - Children will be taught different ways to use their voice, thinking about how they can change their voice. - Children will match pitch and follow melodies of songs. - Pupils will listen, move and talk about music expressing their feelings. <p>Key Skills</p> <ul style="list-style-type: none"> - Exploration with instruments both indoors and outdoors. - Introducing narrative to their play whilst they are playing e.g. this box is my castle. 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - Understanding that objects can be used for props for stories - Children to create their houses and places within the community such as the police station, fire station school, hospital etc out of clay and create a map with these on. - To create lollipop sign wall with road. - To understand what a wall is, what shapes does it include? How are they built? Pupils will know that different objects will print different shapes and explain how they would select their shape for their display. - Plan and design your own emergency vehicle and use this plan to build your emergency vehicle using different materials such as junk modelling, various construction, etc – how we join different materials together – how to we know the best one? - Children will be taught familiar songs. - Children will move to music, using many different parts of their bodies. <p>Key Skills</p> <ul style="list-style-type: none"> - Imitates movement in response to music - Uses simple tools appropriately 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To create Chinese New Year dragon using different mixed media. - Returning and building on work and using a variety of effects to create a piece - Children will design and create carnival masks - Children will be taught how to use musical instrument to reflect the noises they hear at the carnival – thinking about louder, quieter, longer, shorter etc - Children will reflect on what musical instrument they think will be best for the sound that they want to produce. - Exploring changing in tempo and volume <p>Key Skills</p> <ul style="list-style-type: none"> - Knowing that materials can be joined together - Opportunities to draw and represent things in different ways - Exposure to role play and small world 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - Makes imaginative and complex 'small worlds' with blocks and construction kits, such as different environments such as jungle, rainforest, savannah etc - To be able to use mixed media to create their own animal – looking carefully at the illustrations in story 'Rumble in the jungle'. Children will create their own 'enclosures' for animals – using different media and materials and working in small groups - Children to colour mix and understand that colours can be combined to create new ones. - Children will be taught how to use their voices to create different sounds. - Children will move to music, using many different parts of their bodies. - Children will be taught about different rhythms, based upon their names or topic related language e.g. dinosaur, lion how 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - Children will think about how to retell a story using movement and music to reflect different parts. - To paint real life plants. - Children will create different prints using a variety of vegetables. - Children to consolidate and further develop their painting skills – holding a paintbrush, choosing different paint brushes - Children will be taught to explain their thought process as to why they have chosen different instruments (as props) or movements to use. - Children will continue to develop their knowledge about moving in time to music. - Children will be taught familiar songs which reflect the topic. Experimenting with body, vocal and instrumental percussion <p>Key Skills</p> <ul style="list-style-type: none"> - Opportunities to explore feeling and thoughts through different mediums 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To create an underwater background using different media – children will be able to talk about what they have chosen and explain why they have chosen this - To be able to add to their art to create a planned effect, e.g. adding eyes, scales, fin to sea creatures. - Children will choose the media that they do this in and explain why this would be the best one to use for their chosen effect. - Making sea creatures using salt dough – sculpting with a purpose. - Focus artist – Daniel Jean - Baptiste Children will look at the different sounds of 'under the sea' and 'sea creatures' – Aquarium from Saint-Saens Carnival the animals & 'Commotion in the Ocean'. - Children will experiment with different musical instruments to reflect this and think about how they can be changed.
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	<ul style="list-style-type: none"> - Perform for the Harvest celebration 	<ul style="list-style-type: none"> - Notices what adults do, imitating what they have seen - Lots of opportunities to use role play and small world 		<p>to copy and tap their own by using these words. Voices – changing tempo and volume.</p> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Chooses tools for a purpose - Understands how to include a storyline in their play. - Experiments with colour, design and texture - Creates new stories and problems in their story telling. 	<ul style="list-style-type: none"> - Chooses tools for a purpose 	<ul style="list-style-type: none"> - Children will be taught familiar songs which reflect the topic. - Children will explore moving to music and experiment with different ways of moving as part of a performance. <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Selects tools and techniques needed to assemble, shape and join. - Children access a variety of different media independently - Children discuss why they have chosen particular things
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