


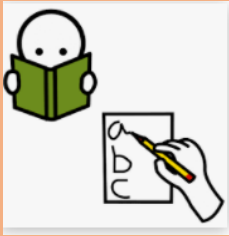
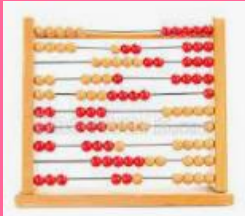




Area of Learning	Autumn 1 4th Sep-20th Oct All About Me	Autumn 2 30th Oct-21st Dec Celebrations	Spring 1 8th Jan-9th Feb Weather	Spring 2 19th Feb-28th March Heroes and Villains	Summer 1 15th Apr-24th May Growing	Summer 2 3rd Jun-24th Jul Journeys
<b>Possible Themes/Interests/Lines of Enquiry</b>	Feelings/Emotions Family Homes Chicks Autumn - Local Garden Visit	Autumn Stick Man Diwali Bonfire Night Nativity Christmas around the world - Hannukah	Weather Winter Polar Animals Lunar New Year National Gallery Storytelling workshop Quentin Blake storytelling workshop	Traditional Tales Healthy Living / good and bad food choices - eat them to defeat them adverts - visit from dentist/fire station visit Pancake Day Easter Planting/Gardening/Spring Local Area - Local garden visit	Life cycles – Frog/butterfly/plant sunflowers Growing up – babies - generations Hampstead Heath/Camley Street Visit	Recycling/Sustainability Transport Museum - links to Year 1 Communication unit Journeys & Maps London (past and present) Summer holidays Local Area – Local garden visit
<b>Communication and Language</b>  	<p><i>Understand how to listen carefully and why listening is important.</i> <i>Engage in story times</i>, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. <i>Understand 'why' questions.</i> <i>Use sentences 4-6 words.</i> <i>Use talk to organise play.</i></p>	<p>Listen in familiar &amp; new situations. <i>Engage in story times.</i> Maintain attention in new situations. <i>Ask questions to find out more and to check they understand what has been said to them.</i> Follow <i>instructions with 2 parts</i> in a familiar situation. <i>Start a conversation with peers and familiar adults and continue for many turns.</i> <i>Develop social phrases</i></p>	<p>Listen attentively in a range of situations. Maintain attention during appropriate activity. <i>Engage in non-fiction books.</i> Consider the listener and take turns. <i>Use talk to organise/stand for something else in play.</i> Begin to use past tense. Begin to recount past events.</p>	<p>Understand why listening is important. Maintain attention in different contexts. <i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i> <i>Ask questions to find out more and check understanding.</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</i> <i>Begin to connect one idea or action to another using a range of connectives.</i> Describe events in some detail.</p>	<p>Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. <i>Describe events in some detail.</i> Express ideas about feelings and experiences. <i>Articulate their ideas and thoughts in well-formed sentences.</i> Use language to reason.</p>	<p>Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. <i>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i> Speak in well-formed sentences with some detail. <i>Use new vocabulary in different contexts.</i> Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p>
<b>Ongoing throughout the year:</b>	<p><i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i> <i>Learn rhymes, poems, and songs.</i></p> <p><i>Use new vocabulary in different contexts</i> <i>Listen to and talk about stories to build familiarity and understanding.</i></p>					
<b>Personal, Social and Emotional Development Self-regulation</b>  	<p><i>Can talk about feelings.</i> Welcome distractions when upset. <i>Increasingly follow rules.</i> <i>Know likes and dislikes.</i> Independently organise belongings in the morning. Manage personal hygiene. <i>Build constructive and respectful relationships.</i></p> <p><b>Christian Values - Significance</b></p>	<p><i>Beginning to express their feelings and consider the perspectives of others.</i> Begin to take turns and share resources. Independently choose where they would like to play. <i>Continue to build constructive and respectful relationships.</i></p> <p><b>Christian Values - Peace</b></p>	<p>Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. <i>Manage their own needs.</i> Can identify kindness. Seek others to share activities and experiences.</p> <p><b>Christian Values - Respect</b></p>	<p>Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p> <p><b>Christian Values - Compassion</b></p>	<p>Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities <i>Show resilience and perseverance.</i></p> <p><b>Christian Values - Forgiveness</b></p>	<p><i>Able to identify and moderate own feelings.</i> <i>See themselves as a unique and valued individual.</i> Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.</p> <p><b>Christian Values - Courage</b></p>
<b>Religious Education</b>	Key Question F1: Who made the wonderful world and why?	Key Question F2: Why is Christmas special for Christians?	Key question F3: Why do Christians believe Jesus is special?	Key Question F5: What is so special about Easter?	Key question F4: Who cares for this special world?	Key Question F6: How did Jesus rescue people?
<b>Physical Development</b>   <p>PE Hub Focus</p>	<p><b>Classroom Focus</b> Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes &amp; playtimes</p> <p><b>PE Hub Focus</b> <b>Body Management - Unit 1</b> Explore balance and manage own body</p>	<p><b>Classroom Focus</b> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop &amp; strengthen gross motor skills through daily crossing the midline activities. Develop and strengthen fine motor skills through Funky Fingers activities daily</p> <p><b>PE Hub Focus</b> <b>Manipulation &amp; Co-ordination - Unit 1</b></p>	<p><b>Classroom Focus</b> Further develop gross motor skills through daily crossing the midline activities. Continue to develop and strengthen fine motor skills through Funky Fingers activities daily</p> <p><b>PE Hub Focus</b> <b>Manipulation &amp; Co-ordination - Unit 1</b></p>	<p><b>Classroom Focus</b> Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p><b>PE Hub Focus</b> <b>Gymnastics Unit 2</b></p>	<p><b>Classroom Focus</b> Combine different movements with ease and fluency Letter formation – anti-clockwise movements</p> <p><b>PE Hub Focus</b> <b>Co-operate &amp; solve problems - Unit 1</b> Organising &amp; Matching items</p>	<p><b>Classroom Focus</b> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><b>PE Hub Focus</b> <b>Speed, Agility &amp; Travel - Unit 1</b> Change direction at speed through both choice and instruction Perform actions demonstrating change in speed</p>

	<p>Stretching, reaching &amp; extending in a variety of ways Control body and perform specific movements on demand <b>Body Management - Unit 2</b> Explore rolling &amp; sliding etc Jump using a variety of take offs/landings Participate in a variety of small group activities</p>	<p><b>PE Hub Focus</b> <b>Gymnastics Unit 1</b> Develop confidence in fundamental movements Experience jumping, moving, sliding &amp; rolling over and under apparatus Develop coordination &amp; gross motor skills <b>Dance Unit 1</b> Recognise actions can be performed to music Copy, repeat and perform some actions to music</p>	<p>Send &amp; receive a variety of objects using different body parts Work with others to control objects in a space Coordinate body parts in a variety of activities/ways <b>Manipulation &amp; Co-ordination - Unit 2</b> Co-ordinate similar objects in a variety of ways Differentiate ways to manoeuvre objects Skip in isolation with a rope</p>	<p>Further develop confidence in fundamental movements Learn and refine a variety of jumps, shapes, balances &amp; rolls Link simple balance, jump &amp; travel movements <b>Dance Unit 2</b> Count &amp; move to beats of 8 Work as an individual, partner and as part of a group Copy and repeat movement patterns</p>	<p>Working with a partner to listen, share ideas and question Distinguish colours and create a shape as a team <b>Co-operate &amp; solve problems - Unit 2</b> Copy &amp; repeat various actions &amp; patterns Continue to work in teams Solve more complex tasks</p>	<p>Stop, start, pause, prepare <b>Speed, Agility &amp; Travel - Unit 2</b> Participate in a variety of agility based activities Recognise the difference between actions Relate body movements to music and percussion beats</p>
<p>In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are: <b>playing and exploring</b> things, and 'have a go'; <b>active learning</b> - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; <b>creating and thinking critically</b> - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (<b>PSE, CL, PD</b>) underpin and are an integral part of children's learning in all areas. Children in Reception will be taught the skills and knowledge needed in order to: Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination, and agility.</p>						
<p><b>Literacy</b></p> 	<p><b>Comprehension:</b> Listen and enjoy sharing a range of books. <i>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</i> Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. <i>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</i></p>	<p><b>Comprehension:</b> Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. <i>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</i> <i>Sequence two events from a familiar story, using puppets, pictures from book or role-play.</i> Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right.</p>	<p><b>Comprehension:</b> Use picture clues to help read a simple text. <i>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</i> <i>Show understanding of some words and phrases in a story that is read aloud to them.</i> <i>Express a preference for a book, song or rhyme, from a limited selection.</i> Play is influenced by experience of books (small world, role play).</p>	<p><b>Comprehension:</b> Retell stories in the correct sequence, draw on language patterns of stories. <i>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</i> <i>Suggest how an unfamiliar story read aloud to them might end.</i> <i>Give a simple opinion on a book they have read, when prompted.</i> Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Re-tell a well-known story with support.</p>	<p><b>Comprehension:</b> Correctly sequence a story or event using pictures and/or captions. <i>Make simple, plausible suggestions about what will happen next in a book they are reading.</i> Know the difference between different types of texts (fiction, nonfiction, poetry) <i>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</i> Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p><b>Comprehension:</b> Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. <i>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</i> <i>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</i></p>
<p><b>Reading</b></p>	<p><b>Word Reading:</b> Hear general sound discrimination and be able to orally blend and segment.</p>	<p><b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p><b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p><b>Word Reading:</b> Read words containing Phase 3 sounds. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, taught exception words.</p>	<p><b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p><b>Word Reading:</b> Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p>
<p><i>Ongoing throughout the year:</i></p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge. Phonically decodable books available in the book corner linked to sounds learnt.</p>					
<p><b>Phonics</b></p>	<p><b>Phase 1 and Phase 2</b></p>	<p><b>Phase 3</b> Revision of Phase 2 and begin Phase 3</p>	<p><b>Phase 3-4</b></p>	<p><b>Phase 3-4</b></p>	<p><b>Phase 4</b> Oral blending</p>	<p><b>Phase 5</b> Consolidate Phase 4 skills.</p>

	<p>Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p> <p>Oral blending Sounding out and blending with 23 new grapheme phoneme correspondences (GPCs) from s-ll Recognise digraphs -ck + consonant endings - ff, ll, ss</p> <p>HRSW: I, the, no put, of, is to, go, into pull as, his</p>	<p>Oral blending Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng Know the 3 vowel digraphs and trigraph - ai, ee, igh oa Blend and segment known sounds for reading and spelling VC, CVC, CVCC</p> <p>HRSW: he, she, buses we, me, be push was, her my, you</p>	<p>Continue with Phase 3. Oral blending Know remaining 9 vowel digraphs – oo, ar, ur, oo, or, ow, oi, er, ow Know trigraphs - ear, air, ure Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed</p> <p>HRSW: they, all, are ball, tall when, what</p>	<p>Revision of Phase 2 and Phase 3. Oral blending Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.</p> <p>HRSW: said, so, have were, out, like some, come, there little, one, do children, love</p>	<p>No new GPCs No new HRS words Word structures – CVCC / CCVC/ CCVCC / CCCVC/ CCCVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Represent each of 42 phonemes by a grapheme Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p>	<p>Introduction to Phase 5 for reading Know vowel, consonant and split digraphs – ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e, c Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p> <p>HRSW: oh, their people, Mr, Mrs your, ask, should would, could, asked house, mouse, water want, very</p>
<b>Writing</b>	<p><b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Composition:</b> Use talk to organise describe events and experiences.</p> <p><b>Spelling:</b> Orally segment sounds in simple words. Write their name by copying it from a name card or write it from memory.</p> <p><b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p><b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p><b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p><b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p><b>Emergent writing:</b> Use appropriate letters for initial sounds.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it.</p> <p><b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p><b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p><b>Emergent writing:</b> Build words using letter sounds in writing.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. <b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. <b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p><b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p><b>Composition:</b> Write a simple sentence with a full stop.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. <b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p><b>Emergent writing:</b> Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p><b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions). Begin to discuss features of their own writing e.g. what kind of story have they written. <b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. <b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
<b>Drawing Club Writing Development</b>	<p>Focus on letter formation of letters taught - anticlockwise movements.</p>	<p>Focus on simple VC/CVC words using sounds taught in phonics. Child writes the initial sound of a word, adult scribes the rest.</p>	<p>Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to VC and CVC words.</p>	<p>More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or word bank to support. Adult writes any unknown words.</p>	<p>Child writing more captions &amp; phrases. May still need a phonics mat to support.</p>	<p>Child confident to write a simple short story/sentences. May still need a phonics mat to support.</p>
		<b>White Rose: It's me 1,2,3! (wk 7- wk 9)</b>				

<p><b>Mathematics</b></p> 	<p><b>White Rose: Getting to know you (wk 1- wk 3)</b></p> <p><b>White Rose: Just like me! (wk 4- wk 6)</b>          matching and sorting          comparing amounts          comparing size, mass and capacity          exploring pattern</p>	<p>Representing 1,2,3          Comparing 1,2,3          Composition of 1,2,3          Formation of 1,2,3          Circles and triangles          Positional language</p> <p><b>White Rose: Light and dark (wk 10- wk 12)</b>          Representing numbers to 5          One more or less          Shapes with 4 sides          Time</p>	<p><b>White Rose: Alive in 5! (wk 1- wk 3)</b>          Introducing zero          Comparing numbers to 5          Composition of 4 and 5          Comparing Mass          Comparing Capacity</p> <p><b>White Rose: Growing 6,7,8 (wk 4- wk 6)</b>          Number 6, 7, 8          Making pairs, pairs wise, doubles          combining two amounts          Length, height.          Time</p>	<p><b>White Rose: Building 9 and 10 (wk 7- wk 9)</b>          Counting to 9 and 10          Comparing numbers to 10          Number bonds to 10          3D shapes          spatial awareness          patterns</p> <p><b>White Rose: Consolidation (wk 10- wk 12)</b></p>	<p><b>White Rose: To 20 and beyond (wk 1- wk 3)</b>          Build numbers beyond 10          Count patterns beyond 10          Spatial reasoning 1          Match, rotate manipulate</p> <p><b>White Rose: First, then, now (wk 4- wk 6)</b>          Adding more          Taking away          Spatial reasoning 2          Compose and decompose</p>	<p><b>White Rose: Find my pattern (wk 7- wk 9)</b>          Doubling          Sharing and grouping          Even and odd          Spatial reasoning 3          Visualise and build</p> <p><b>White Rose: On the move (wk 10- wk 12)</b>          Deepening understanding          Patterns and relationships          Spatial reasoning 4          Mapping</p>
<p><b>Ongoing throughout the year</b></p>	<p><i>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more/one less than' relationship between consecutive numbers. Number formation</i></p> <p><i>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns. Compare length, weight, and capacity.</i></p>					
<p><b>Understanding the World</b></p>  <p><b>Past &amp; Present (History)</b></p>	<p><b>Chronology:</b>          Talk about members of their immediate family and the relationship to them. Share pictures of their families and talk about them. Ask questions and make comments about their own families, those of their friends and those depicted in books.</p> <p><b>Enquiry:</b> Ask questions and make comments about their own families, those of their friends and those depicted in books.</p>	<p><b>Chronology:</b>          Share images and tell oral stories to help develop an understanding of past &amp; present. Comment on images and examples of familiar situations in the past. Know that familiar events like a birthday can be represented in different ways e.g. photos, video To know that people celebrate festivals</p> <p><b>Enquiry:</b> Find out about key historical events and why and how we celebrate today, e.g. Bonfire night, Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.</p>	<p><b>Chronology:</b>          Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)</p> <p><b>Enquiry:</b> Find out about key historical figures and why they are significant by looking at videos, photographs and books. Link to Beatles project. Visit Abbey Road - local area of historical significance.</p>	<p><b>Chronology:</b>          Visit to fire station - show images of fire station in the past. Discuss how it has changed. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist. Nursery Rhymes - discuss meaning of rhymes and how things would be done differently now.</p> <p><b>Enquiry:</b> Find out about key roles people have in society both in the present and past. Search for unfamiliar terms on the internet, e.g. pail of water in Jack &amp; Jill.</p> <p>Be able to see that life must have been different in the past because of nursery rhymes e.g. large prams, dated clothing, kettles without plugs.</p> <p>Know that there are several versions of a nursery rhyme / traditional tale by comparing illustrations.</p>	<p><b>Chronology:</b>          Talk about and understand changes in their own lifetime, by creating a personal timeline. Sequence images of babies, toddlers and infants. Describe the differences between themselves as babies and as they are now. What could I do as a baby/what can I do now? e.g. 'when i was a baby..' Can say whether a picture is of a baby or toddler and explain why.</p> <p><b>Enquiry:</b> Describe/ask questions about images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Link to events happening before they were born. Match pictures to whether they belong to babies, children or adults. Can say whether a picture is of a baby or toddler and explain why.</p>	<p><b>Chronology:</b>          Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Order experiences in relation to themselves and others, including stories. Children know that transport and vehicles were different in the past. Be able to make comparisons when looking at images of various forms of transport and talk about what is the same and what is different</p> <p><b>Enquiry:</b> Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</p>
<p><b>Ongoing throughout the year:</b></p>	<p>Focus on themselves and their families at the beginning of the year, leading to an expectation to be able to use language related to time and have more of a concept of the past beyond their own lifetime by the end of the year. Expose children to a range of fictional and non-fictional characters from a range of cultures and times in storytelling through 40 Books storytimes. Take opportunities to share texts, images and oral stories, enabling children to make links to the past. Make links to common themes through Christian Values. Enhancements to role play and storytelling area throughout the year. Begin to develop a sense of <b>continuity and change</b> by being able to <b>compare and contrast characters from stories throughout the year, including figures from the past</b> Using Little People, Big Dreams books, as well as understanding changes to their own personal timeline by having the opportunity throughout the year to look through Learning Journals and discuss activities and events that have happened during their time at Holy Trinity.</p>					
<p><b>People, Culture &amp; Communities (RE)</b></p>	<p><b>Who made our wonderful world?</b></p> <p><b>People:</b> Themselves - What makes them unique?</p>	<p><b>Why is Christmas special for Christians?</b></p> <p><b>People:</b> Peers &amp; family - significant people in their lives. Preparing for the birth of a baby, how did Mary &amp; Joseph feel?</p>	<p><b>Why do Christians believe Jesus is special?</b></p> <p><b>People:</b> Peers &amp; family - significant people in their lives.</p>	<p><b>What is so special about Easter?</b></p> <p><b>People:</b> Jesus, Easter, incarnation</p> <p><b>Culture &amp; Communities</b> Talk about what celebrations are important to them</p>	<p><b>Who cares for this special world and why?</b></p> <p><b>People:</b> Themselves and peers. Animals and know how to care for their environment</p>	<p><b>How did Jesus rescue people?</b></p> <p><b>People:</b> Understand why Christians believe Jesus is a 'saviour' who rescues people</p>



 <p><b>Ongoing throughout the year:</b></p>	<p><b>Unit 1: Self-portraits</b> Weeks 1 - 3</p> <p><b>Unit 2: Printed Houses</b> Weeks 4-6</p> <p><b>Poetry Basket:</b> Chop Chop Pointy Hat Five Little Pumpkins Wise Old Owl</p> <p><i>Develop storylines in their pretend play.</i></p>	<p><b>Unit 1: Spiral Pathways</b> Weeks 1 - 3</p> <p><b>Unit 2: Diwali Coiled pots</b> Week 4</p> <p><b>Unit 3: Wax resist Autumn Leaves</b> Weeks 5 - 6</p> <p><b>Poetry Basket:</b> Falling Apples A Basket of Apples Leaves are Falling Breezy Weather</p> <p><b>Songs:</b> Nativity Songs - nursery rhyme tunes Twinkle, Twinkle</p> <p><i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i></p>	<p><b>Unit 1: Making Boats that float out of everyday materials</b> Weeks 1 - 3</p> <p><b>Unit 2: Windmills</b> Weeks 4-6</p> <p><b>Poetry Basket:</b> Pancakes Popcorn Let's Put on Our Mittens I Can Build A Snowman</p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p>	<p><b>Unit 1: Chicks</b> Weeks 1 - 3</p> <p><b>Unit 2: Wild Flower Meadow</b> Weeks 4 - 6</p> <p><b>Poetry Basket:</b> Carrot Nose Spring Wind Furry Furry Squirrel Hungry Birdies</p> <p><i>Create collaboratively sharing ideas, resources, and skills.</i></p>	<p><b>Unit 1: Make a Bug hotel</b> Weeks 1 - 3</p> <p><b>Unit 2: Arcimboldo</b> Weeks 4 - 6</p> <p><b>Poetry Basket:</b> I Have a Little Frog Dance Pitter Patter A Little Shell</p> <p><i>Listen attentively, move to, and talk about music, expressing their feelings and responses.</i></p>	<p><b>Unit 1: Animal Heads (Access Art-link to Take One Picture- Henri Rousseau Surprised!)</b> Weeks 1 - 3</p> <p><b>Unit 2: Get Connected</b> Weeks 4 - 6</p> <p><b>Poetry Basket:</b> Five Little Peas The Fox Monkey Babies If I Were So Very Small</p> <p><i>Watch and talk about dance and performance art, expressing their feelings and responses.</i></p>
	<p><i>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</i> <i>Explore and engage in music making and dance, performing solo or in groups.</i> <i>Sing well known nursery rhymes, familiar songs and chants.</i></p>					

**Outcomes:**

**Making Boats that float out of everyday materials (Access Art)**

- Week 1: Test materials, design boat
- Week 2: Make and test the boat

Windmills/ Umbrellas

(Trip)