



THE LINKS PRIMARY SCHOOL

The Links Primary School Autumn Term 1 2023

Theme Getting to Know me Autumn							
Key Texts	Starting school by Allan Ahlberg You Mr Men	Ten little fingers and ten little toes by Mem Fox Mr Men	Who is in my family? by Robie H Harris Mr Men	Two Homes by Claire Masurel Mr Men	Autumn is here by Heidi Pros Gray Mr Men	The Last leaf by Stef Wade Mr Men	Owl Babies by Martin Waddell Mr Men
Additional Texts / Nursery Rhymes	Information Texts about bones, teeth, healthy books, houses, building, patterns, shapes in the areas Nursery rhymes and counting songs PSED story books						
	Key Vocabulary Body, face, senses, hearing, sight, taste, smell, touch, feelings, sad, happy, worried, changes, new experiences, families, home, chrematistics' of learning, Autumn, signs,				Key questions What is different in your new class? How do you feel today? What are our senses? Who do you live with? Where do you live? What does your family look like? What is different? What changes are happening outside? What special things happen in September and October?		
	Key Facts Starting school can make us feel happy, sad and worried, Families can look very different. We have 5 senses. There are different types of homes. We can learn in different ways. Each part of the body has a name. The weather, plants and animals change in Autumn. We start school in September. Halloween is in October.				Important events Start school Halloween Harvest festival		
Personal Social and Emotional	Able to approach an adult if they feel upset about something, seek emotional support for themselves and to ask for there needs to be met Wait for their turn for resources Follow simple one step instructions e.g. time to tidy your area Able to separate from their main carer happily and come into school independently. Can take coat on and off and hang it up on their own peg. Learn and follow the school rules and routines such as lunchtime, outdoors, in the classroom. Can communicate their need to go to the toilet, or when asking for help Can select the resources they need Interact with peers Has at least one friend whom they chose to play alongside Able to approach an adult if they feel upset about something, seek emotional support for themselves. Able to put their hand up and not shout out when wanting to contribute. Communicate about home and family					Ongoing Activities – Circle Time Jigsaw Classroom Routines Mr Men characteristics	

Physical Development	Gross motor skills Experiment in moving in different ways-rolling, walking, running, skipping, crawling, jumping, hopping and climbing. Be aware of people around them. Work together safely to move equipment safely such as planks, crates and large blocks outside. Being able to make large muscle movements with control. Confidently use a range of large apparatus indoors and outside, alone and in a group. Explore a range of ball skills including: throwing, catching, kicking, passing and batting.		Fine motor skills Draw lines and circles using anti-clockwise movements. Write some letters in their name. Make snips with scissors. Use a fork and spoon to eat with and begin to use a knife. Put on their own coat and fasten their zip. Dress with help. Become more independent in managing their own hygiene needs such as going to the toilet, washing hands etc. Remain dry and clean throughout the day.				Classroom routines – lining up Weekly PE Indoor and outdoor activities Tooth brushing Hand washing Finger gym activities Letter join Fine motor skills activities		
	Communication and Language Able to attend to simple stories and display an increasing ability to listen. Able to engage in rhyming activities. Beginning to understand and respond to questions with increasing accuracy (what, why, where, when, who and how). Responds to two and progressively multiple step instructions. Able to talk 'with' and not just 'to' a peer Respond to questions from an adult as part of a conversation								
Role play area	Home Acts out home experiences	Children vote and decide on role play -such as castle, doctors, witches spell room. Uses a variety of language in play and role play to recreate situations Builds up new vocabulary relating to role play							
Literacy	School Phonics Scheme Review Phase 1	Baseline	Introduce Phase 2 Phonics sessions	Phase 2 sounds Tricky words I go no to the into Understand print has meaning, print can have different purposes, we read English text form left to right and from top to bottom, the names of the different parts of a book, page sequencing. Develop their phonological awareness, clap syllables in a word, recognise words with the same initial sound, such as money and mother. Read individual letters by saying the sounds for them – s, a, t, p, l, n, m, d, g, o Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.					
	Writing Composes ideas orally. Identify sounds they hear.	Mark making	Patterns	Label body parts	Write about the Autumn walk	Write about Autumn	Write name	Write cvc words Record initial sounds	
Write some letters from their name from memory. Copy write their Christian name and begin to write it from memory. Awareness of the language up, down, round, back, under, Begin to form lower-case letters correctly as they learn the sounds s, a, t, p, l, n, m, d, g, o, Write CVC words by segmenting the sounds and then writing the sound with letter/s Understand that a sentence is a complete thought and it must make sense. Compose a sentence orally and have a go at writing it down Begin to represent some sounds correctly in their writing e.g initial sounds Orally compose a sentence using a high frequency words Copy write common high frequency words matched to the school's phonic programme as they are taught									
Mathematics	Number songs	Baseline	Baseline	Same and different	Compare size and length	Compare patterns	Compare number and amount	Compare weight and capacity	
Ongoing counting skills	Numbers in the environment	Number games	Recognise and name numbers 0 to 5 – when not in order Counting, 1:1 correspondence to 5 Know that anything can be counted (to 5) claps, drum beats...	Count on and back in 1s from any number to 10 – visual aid and fingers Know by heart the number before and after numbers to 5 Chant rhymes involving numbers e.g. 1, 2 buckle my shoe...	Count by rote forwards and backwards to 10 – visual aid Hold fingers up correctly for each number to 10 Understand that zero means nothing Match numeral to quantity to 5				

Understanding the World	Look at a personal family photograph of a familiar event including themselves and describe the situation and people it shows.	Children share and discuss pictures of their family and listen to other members of the class. Technology- Play phones.	Understand and talk about being similar and different to each other and among families, communities. Technology-how to use the IWB carefully.	Talk about members of their immediate family and community. Technology – introduce keyboard.	Children are able to describe their immediate environment–link to Eaglescliffe, houses and house numbers. Look at maps of Eaglescliffe and the world to find where we live. Technology-how to take a photograph.	Bring in donations for Harvest festival- discuss giving to others. Begin to describe weather and seasonal changes on Autumn walk Name some simple parts of plants and animals.	Talk about growth and decay. Talk about things they have observed. Technology- iPad for LEXIA and Doodle bug.	Black history To listen to stories about significant people from current day. Technology- iPad for LEXIA and Doodle bug.
Expressive Arts and Design	Use circles and lines to draw a self-portrait.	Use circles and lines to draw a self-portrait.	Use paints, crayons or pencils to draw family.	Explore chalks and black paper to make patterns.	Explore mixing Autumn colours and different shades of red, green and brown.	Explore printing with leaves and cones.	Use conkers, sticks and leaves to make a picture. Look at Andy Goldworth art work.	Use tools for a purpose to scoop out pumpkin. make spider webs using glitter and glue.
Ongoing	<p>Create pictures and models using a range of resources from their own ideas Be able to talk about what they have made and why they have made it Explore a range of materials in their environment and make things with these, describing why they have chosen what they have chosen. Create closed shapes with continuous lines and begin to use these shapes to represent objects Uses tools and explores colour and shape in playdough To explore instruments and join in with nursery rhymes</p>							
Music	<p>Singing/ Musical Knowledge and Skills Join in clapping patterns Listen to sound patterns Listens to a range of music types and instruments Join in simple songs/rhymes</p>							

The Links Primary School Autumn Term 2a -2023

Theme Into the woods				
Key Texts	Room on the broom by Julia Donaldson	The Woods by Rob Hodgson	Going on a bear hunt by Michael Rosen and Helen Oxenbury	Beware of the bears! by Alan MacDonald
Additional Texts / Nursery Rhymes	<p>Non-fiction books Books about festivals Trees Bears</p> <p>Poetry Firework Poems Nursery Rhymes</p>			
	<p>Key Vocabulary Big, small, forest, wood, around, over, though, question, stomping, gigantic, swirling, footprint, prickles, fur, claws, hot, sweet, hibernate, caves, hunt, dens, brown bear, grizzly bear, polar bear. Snake, owl, fox, logs, nest, camping adventure, map.</p>	<p>Key questions How do trees change in Autumn? What does it feel like in the woods? Who lives in the woods? Can you match the animal to their home? What different types of bears are there? What do you know about bears? Do you recognise these foot prints/tracks? What stories are set in the woods? Can you make a map of your adventure? Can you make a den? What do you need to go camping?</p>		
	<p>Sticky knowledge To use vocabulary describing woods and positional language. To use language in role- play and retelling stories. To know about and begin to talk about events such as Firework night, Poppy day, Diwali. To share and listen to stories about past and Remembrance Day To know there are different types of weather. To name parts of animals and trees. To talk about their pictures and models.</p>	<p>Important events Firework night Poppy day Diwali</p>		
Personal Social and Emotional	<p>Building Relationships Can work alongside peers, sometime interacting but consumed in own agenda Interact with peers Has at least one friend whom they chose to play alongside Able to approach an adult if they feel upset about something, seek emotional support for themselves.</p>	<p>Self-regulation Able to approach an adult if they feel upset about something, seek emotional support for themselves and to ask for there needs to be met Wait for their turn for resources When completing a task ensure that the task is completed which could include</p>	<p>Managing Self Can take coat on and off and hang it up on their own peg. Learn and follow the school rules and routines such as lunchtime, outdoors, in the classroom. Can communicate their need to go to the toilet, or when asking for help. Can select the resources they need.</p>	<p>Ongoing Activities – Circle Time Jigsaw Classroom Routines Mr Men characteristics Brushing teeth</p>

	<p>Able to put their hand up and not shout out when wanting to contribute.</p> <p>Gain attention through words and gesture</p> <p>Communicate about home and family</p>	<p>reminders and wait for an adult before moving on</p> <p>Know the teachers cue for attention and follow the expectations associated with this. Give reminders where needed.</p> <p>Follow simple one step instructions e.g. time to tidy your area</p>		
Physical Development	<p>Gross motor skills</p> <p>Experiment in moving in different ways-rolling, walking, running, skipping, crawling, jumping, hopping and climbing.</p> <p>Be aware of people around them.</p> <p>Work together safely to move equipment safely such as planks, crates and large blocks outside.</p> <p>Being able to make large muscle movements with control.</p> <p>Confidently use a range of large apparatus indoors and outside, alone and in a group.</p> <p>Explore a range of ball skills including: throwing, catching, kicking, passing and batting.</p>	<p>Fine motor skills</p> <p>Draw lines and circles using anti-clockwise movements.</p> <p>Write their name.</p> <p>Make snips with scissors.</p> <p>Use a fork and spoon to eat with and begin to use a knife.</p> <p>Put on their own coat and fasten their zip.</p> <p>Dress with help.</p> <p>Become more independent in managing their own hygiene needs such as going to the toilet, washing hands etc.</p> <p>Remain dry and clean throughout the day.</p>	<p>Classroom routines – lining up</p> <p>Weekly PE</p> <p>Indoor and outdoor activities</p> <p>Tooth brushing</p> <p>Hand washing</p> <p>Finger gym activities</p> <p>Dough disco and Squiggle while you Wiggle</p> <p>Fine motor skills activities</p>	
Communication Language	<p>Speaking</p> <p>Look at and listen carefully to the person they are speaking to.</p> <p>Begin to learn new vocabulary – identified through subject planning</p> <p>Wait for their turn to speak and respond appropriately</p> <p>Speak in a full sentence using the correct tense and word order, e.g., describe an object and compare it to another – when prompted or supported</p> <p>Begin to develop their own narratives</p> <p>Begin to connect one idea or action to another using a range of connectives – and, then</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen</p> <p>Learn and recites a nursery rhyme</p> <p>Uses a variety of language in play and role play to recreate situations</p>	<p>Listening, attention and understanding</p> <p>Able to attend to simple stories and display an increasing ability to listen. Able to engage in rhyming activities.</p> <p>Beginning to understand and respond to questions with increasing accuracy (what, why, where, when, who and how.</p> <p>Responds to two and progressively multiple step instructions.</p> <p>Able to talk 'with' and not just 'to' a peer</p> <p>Respond to questions from an adult as part of a conversation</p>	<p>On going</p> <p>Listen to their friends share news and experiences</p> <p>Listen to class assemblies</p> <p>Jigsaw</p>	
Literacy	<p>Comprehension</p> <p>Understand print has meaning, print can have different purposes, we read English text form left to right and from top to bottom, the names of the different parts of a book, page sequencing</p> <p>Engage in story times and books.</p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Join in with predictable words, phrases and refrains</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Begin to answer simple questions about a familiar book/text orally</p> <p>Begin to listen to and talk about simple and topic related non-fiction books to develop a deep familiarity with new knowledge and</p>	<p>Word reading</p> <p>Understand print has meaning, print can have different purposes, we read English text form left to right and from top to bottom, the names of the different parts of a book, page sequencing.</p> <p>Develop their phonological awareness, clap syllables in a word, recognise words with the same initial sound, such as money and mother.</p> <p>Read individual letters by saying the sounds for them – s, a, t, p, l, n, m, d, g, o,</p>	<p>Reading</p> <p>Write some letters from their name from memory.</p> <p>Copy write their Christian name and begin to write it from memory.</p> <p>Awareness of the language up, down, round, back, under....</p> <p>to form lower-case letters correctly as they learn the sounds (s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz</p> <p>Write CVC words by segmenting the sounds and then writing the sound with letter/s</p> <p>Understand that a sentence is a complete thought and it must make sense. Compose a sentence orally and have a go at writing it down</p> <p>Begin to represent some sounds correctly in their writing e.g initial sounds</p> <p>Orally compose a sentence using a high frequency words</p>	

	<p>vocabulary Understand how to listen carefully and why listening is important.</p> <p>Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Sequence three pictures in order from a very familiar and well-known story – beginning, middle and end</p> <p>Identify the main characters in a familiar story/traditional tale</p> <p>Begin to make simple predictions about how the story might end</p> <p>Able to retell/join in with retelling three traditional tales – e.g., Goldilocks and the Three Bears</p>		<p>c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school’s phonic programme –Tricky words: the, to, go, no, l, into</p> <p>Hears and says the initial sound in words</p>	<p>Copy write common high frequency words matched to the school’s phonic programme as they are taught</p>
<p>Mathematics</p>	<p>Number</p> <p>Recognise and name numbers 0 to 5 – when not in order</p> <p>Counting,1:1 correspondence to 5 - how many?</p> <p>Counting,1:1 correspondence to 5 – give me?</p> <p>Know that anything can be counted (to 5) claps, drum beats...</p> <p>Count an irregular arrangement to 5</p> <p>Understand that zero means nothing</p> <p>Match numeral to quantity to 5 – concrete and visual</p> <p>Display a deep understanding of the composition of numbers to 5</p> <p>Solve addition and subtraction calculations to 5 - practically and visually Find 1 more and 1 less numbers to 5 (NP) – using concrete and number line Addition facts to 5 (fingers to help)</p> <p>Subtraction facts to 5 (fingers to help)</p> <p>Number bonds to 2, 3 and 4 (using concrete aids to help)</p> <p>Subitise to 5 - dots on a die, Numicom piece, ten-frame,</p> <p>Begin to understand double 1,2,3 and halving even numbers to 6</p>	<p>Numerical pattern</p> <p>Count by rote forwards and backwards to 10 – visual aid</p> <p>Hold fingers up correctly for each number to 10</p> <p>Count on and back in 1s from any number to 10 – visual aid and fingers</p> <p>Know by heart the number before and after numbers to 5</p> <p>Chant rhymes involving numbers e.g. 1, 2 buckle my shoe...</p> <p>Chant a number song involving even/ odd numbers</p>	<p>Shape, space and measure</p> <p>Measure</p> <p>Becomes familiar with measuring tools in everyday experiences and play Is increasingly able to order and sequence events using everyday language related to time</p> <p>Spatial Awareness</p> <p>Uses spatial language, including following and giving directions, using relative terms</p> <p>Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes</p>	
<p>Understanding the World</p>	<p>Past and Present</p> <p>Understand and talk about being similar and different to each other and among families, communities.</p> <p>Children begin to develop positive attitudes about the differences between people.</p>	<p>People, Culture and Communities</p> <p>Children know that there are different countries and these make up the world.</p> <p>Find out where people were born and plot these on a world map</p>	<p>The Natural World</p> <p>Understand the need to show respect for animals and the natural world.</p> <p>Identify similarities and differences in the natural world.</p> <p>Explore different materials.</p> <p>Talk about the differences between materials.</p>	<p>Technology</p> <p>Completes a simple program on electronic devices</p> <p>Uses ICT hardware to interact with age appropriate computer software</p>

	<p>Know about some key events that happen in the autumn term, e.g. Remembrance Day, bonfire night or other topical events (PPC)</p> <p>Share stories from the past linked to the history curriculum progression and talk about what they</p>	<p>Children are able to describe their immediate environment and are able to use new vocabulary where appropriate and draw their version of the immediate environment</p> <p>Children begin to develop an understanding of different religious occasions from around the world. – i.e. Harvest Celebration, Diwali and Christmas – linked to SACRE and class context</p> <p>To know about some key events that happen in the autumn term</p>	<p>Talk about things they have observed.</p> <p>Identify and name different types of weather.</p> <p>Explore scientific experimentations e.g. Magnets, ramps, floating etc</p> <p>Name some simple parts of plants and animals</p>	
Expressive Arts and Design	<p>Creating with Materials Children</p> <p>Create pictures and models using a range of resources from their own ideas</p> <p>Be able to talk about what they have made and why they have made it</p> <p>Explore a range of materials in their environment and make things with these, describing why they have chosen what they have chosen.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Explores materials to make sounds.</p>	<p>Being Imaginative and Expressive</p> <p>Singing/ Musical Knowledge and Skills</p> <p>Know the difference between singing and shouting</p> <p>Join in and perform nursery rhymes</p> <p>Explore and play with a range of musical instruments – being able to match the sound to the instrument following play opportunities. Describe simple sounds.</p> <p>Listens to a range of music types – recognise that they are different</p> <p>Dance:</p> <p>Copy a simple taught dance to music – watching and matching</p> <p>Children able to freely respond to music through dance</p> <p>Imaginative Narrative:</p> <p>Join in with refrains from stories</p> <p>Invent narratives in the role play, small world areas and using props with peers and teachers</p>		

The Links Primary School Autumn Term 2b -2023

Theme Christmas and New Year				
Key Texts	Stickman by Julia Donaldson	Jolly Postman by Allan Ahlberg	Christmas Nativity by Juliet David	The Night Before New Year's by Natasha Wing
Additional Texts / Nursery Rhymes	<p>Non -fiction books Celebrations</p> <p>Poetry Christmas Poems Nursery Rhymes</p>			
	<p>Key Vocabulary Family, Santa, Father Christmas, elves, reindeer, workshop, sleigh, bells, letters, lists, Mary, Joseph, Jesus, Angel, wise men, stable, gifts, presents, stockings, traditions, food, decorations, tree, star, New year. Fireworks, celebration,</p>		<p>Key questions How do we celebrate Christmas? What was the first Christmas? Why do we give presents? What do you want for Christmas? How do you celebrate Christmas and new year?</p>	
	<p>Sticky knowledge We celebrate Christmas and New Year with presents, food, decorations and firework. Families come together and celebrate and give presents Winter is colder and darker, sometimes there is snow and frost Trees are bare and some animals hibernate Name the four seasons Jesus was born on the first Christmas, he got 3 presents gold, frankincense and myrrh. Name some months, December January is the first month of the year The year is 2022</p>		<p>Important events Christmas and New Year</p>	
Personal Social and Emotional	<p>Building Relationships Can work alongside peers, sometime interacting but consumed in own agenda Interact with peers Has at least one friend whom they chose to play alongside Able to approach an adult if they feel upset about something, seek emotional support for themselves. Able to put their hand up and not shout out when wanting to contribute. Gain attention through words and gesture</p>	<p>Self-regulation Able to approach an adult if they feel upset about something, seek emotional support for themselves and to ask for their needs to be met Wait for their turn for resources When completing a task ensure that the task is completed which could include reminders and wait for an adult before moving on</p>	<p>Managing Self Can take coat on and off and hang it up on their own peg. Learn and follow the school rules and routines such as lunchtime, outdoors, in the classroom. Can communicate their need to go to the toilet, or when asking for help.</p>	<p>Ongoing Activities – Circle Time Jigsaw Classroom Routines Mr Men characteristics Brushing teeth</p>

	Communicate about home and family	Know the teachers cue for attention and follow the expectations associated with this. Give reminders where needed. Follow simple one step instructions e.g. time to tidy your area	Can select the resources they need.	
Physical Development	<p>Gross motor skills</p> <p>Experiment in moving in different ways-rolling, walking, running, skipping, crawling, jumping, hopping and climbing. Be aware of people around them.</p> <p>Work together safely to move equipment safely such as planks, crates and large blocks outside.</p> <p>Being able to make large muscle movements with control.</p> <p>Confidently use a range of large apparatus indoors and outside, alone and in a group.</p> <p>Explore a range of ball skills including: throwing, catching, kicking, passing and batting.</p>		<p>Fine motor skills</p> <p>Draw lines and circles using anti-clockwise movements. Write their name.</p> <p>Make snips with scissors. Use a fork and spoon to eat with and begin to use a knife.</p> <p>Put on their own coat and fasten their zip. Dress with help.</p> <p>Become more independent in managing their own hygiene needs such as going to the toilet, washing hands etc.</p> <p>Remain dry and clean throughout the day.</p>	<p>Classroom routines – lining up</p> <p>Weekly PE</p> <p>Indoor and outdoor activities</p> <p>Tooth brushing</p> <p>Hand washing</p> <p>Finger gym activities</p> <p>Fine motor skills activities</p>
Communication Language	<p>Speaking</p> <p>Look at and listen carefully to the person they are speaking to. Begin to learn new vocabulary – identified through subject planning Wait for their turn to speak and respond appropriately Speak in a full sentence using the correct tense and word order, e.g., describe an object and compare it to another – when prompted or supported Begin to develop their own narratives Begin to connect one idea or action to another using a range of connectives – and, then Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen Learn and recites a nursery rhyme Uses a variety of language in play and role play to recreate situations</p>		<p>Listening, attention and understanding</p> <p>Able to attend to simple stories and display an increasing ability to listen. Able to engage in rhyming activities.</p> <p>Beginning to understand and respond to questions with increasing accuracy (what, why, where, when, who and how).</p> <p>Responds to two and progressively multiple step instructions.</p> <p>Able to talk ‘with’ and not just ‘to’ a peer Respond to questions from an adult as part of a conversation</p>	<p>On going</p> <p>Listen to their friends share news and experiences</p> <p>Listen to class assemblies</p> <p>Jigsaw</p> <p>Perform Christmas assembly/sing along</p>

<p>Role play area</p>	<p>Christmas grotto Uses a variety of language in play and role play to recreate situations Builds up new vocabulary relating to role play</p>		
<p>Literacy</p>	<p>Comprehension Understand print has meaning, print can have different purposes, we read English text form left to right and from top to bottom, the names of the different parts of a book, page sequencing Engage in story times and books. Enjoys an increasing range of print and digital books, both fiction and non-fiction Join in with predictable words, phrases and refrains Listen carefully to rhymes and songs, paying attention to how they sound Begin to answer simple questions about a familiar book/text orally Begin to listen to and talk about simple and topic related non-fiction books to develop a deep familiarity with new knowledge and vocabulary Understand how to listen carefully and why listening is important. Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Sequence three pictures in order from a very familiar and well-known story – beginning, middle and end Identify the main characters in a familiar story/traditional tale Begin to make simple predictions about how the story might end Able to retell/join in with retelling three traditional tales – e.g., Goldilocks and the Three Bears</p>	<p>Word reading Understand print has meaning, print can have different purposes, we read English text form left to right and from top to bottom, the names of the different parts of a book, page sequencing. Develop their phonological awareness, clap syllables in a word, recognise words with the same initial sound, such as money and mother. Read individual letters by saying the sounds for them – s, a, t, p, l, n, m, d, g, o, c, k, ck, e, 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 – Key Words: a, at, is, it, an, in, dad, and, to, the, on, got, if, of, off, on, can, had, back, and, get, big, him, his, not, got, up, mum, but, put Tricky words: the, to, go, no, l, into (if following the Letters and Sounds programme). Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p>	<p>Reading Write some letters from their name from memory. Copy write their Christian name and begin to write it from memory. Awareness of the language up, down, round, back, under.... Begin to form lower-case letters correctly as they learn the sounds (s, a, t, p, l, n, m, d, g, o, c, k, ck, e, Write CVC words by segmenting the sounds and then writing the sound with letter/s Understand that a sentence is a complete thought and it must make sense. Compose a sentence orally and have a go at writing it down Begin to represent some sounds correctly in their writing e.g initial sounds Orally compose a sentence using a high frequency words Copy write common high frequency words matched to the school's phonic programme as they are taught</p>

			Hears and says the initial sound in words	
Mathematics	<p>Number Recognise and name numbers 0 to 5 – when not in order Counting, 1:1 correspondence to 5 - how many? Counting, 1:1 correspondence to 5 – give me? Know that anything can be counted (to 5) claps, drum beats... Count an irregular arrangement to 5 Understand that zero means nothing Match numeral to quantity to 5 – concrete and visual Display a deep understanding of the composition of numbers to 5 Solve addition and subtraction calculations to 5 - practically and visually Find 1 more and 1 less numbers to 5 (NP) – using concrete and number line Addition facts to 5 (fingers to help) Subtraction facts to 5 (fingers to help) Number bonds to 2, 3 and 4 (using concrete aids to help) Subitise to 5 - dots on a die, Numicom piece, ten-frame, Begin to understand double 1,2,3 and halving even numbers to 6</p>	<p>Numerical pattern Count by rote forwards and backwards to 10 – visual aid Hold fingers up correctly for each number to 10 Count on and back in 1s from any number to 10 – visual aid and fingers Know by heart the number before and after numbers to 5 Chant rhymes involving numbers e.g. 1, 2 buckle my shoe... Chant a number song involving even/ odd numbers</p>	<p>Shape, space and measure Measure Becomes familiar with measuring tools in everyday experiences and play Is increasingly able to order and sequence events using everyday language related to time Spatial Awareness Uses spatial language, including following and giving directions, using relative terms Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes</p>	
Understanding the World	<p>Past and Present Understand and talk about being similar and different to each other and among families, communities. Children begin to develop positive attitudes about the differences between people. Know about some key events that happen in the autumn term, e.g. Remembrance Day, bonfire night or other topical events (PPC) Share stories from the past linked to the history curriculum progression and talk about what they</p>	<p>People, Culture and Communities Children know that there are different countries and these make up the world. Find out where people were born and plot these on a world map Children are able to describe their immediate environment and are able to use new vocabulary where appropriate and draw their version of the immediate environment Children begin to develop an understanding of different religious occasions from around</p>	<p>The Natural World Understand the need to show respect for animals and the natural world. Identify similarities and differences in the natural world. Explore different materials. Talk about the differences between materials. Talk about things they have observed. Identify and</p>	<p>Technology Completes a simple program on electronic devices Uses ICT hardware to interact with age appropriate computer software</p>

		<p>the world. – i.e. Harvest Celebration, Diwali and Christmas – linked to SACRE and class context To know about some key events that happen in the autumn term</p>	<p>name different types of weather. Explore scientific experimentations e.g. Magnets, ramps, floating etc Name some simple parts of plants and animals</p>	
<p>Expressive Arts and Design</p>	<p>Creating with Materials Children Create pictures and models using a range of resources from their own ideas Be able to talk about what they have made and why they have made it Explore a range of materials in their environment and make things with these, describing why they have chosen what they have chosen. Create closed shapes with continuous lines and begin to use these shapes to represent objects Explores materials to make sounds.</p>	<p>Being Imaginative and Expressive Singing/ Musical Knowledge and Skills Know the difference between singing and shouting Join in and perform nursery rhymes Explore and play with a range of musical instruments – being able to match the sound to the instrument following play opportunities. Describe simple sounds. Listens to a range of music types – recognise that they are different Dance: Copy a simple taught dance to music – watching and matching Children able to freely respond to music through dance Imaginative Narrative: Join in with refrains from stories Invent narratives in the role play, small world areas and using props with peers and teachers Music specialist-weekly lesson</p>		

The Links Primary School Spring Term 1 2024

Theme Arctic					
Key Texts	Lost and Found By Oliver Jeffers	Polar bear, Polar bear, what do you hear? By Eric Carle	Poles Regions by Steve Parker	Hunter's Icy Adventure by Ellie Jackson	Art week
Additional Texts / Nursery Rhymes	Non-fiction books The Arctic Penguins Poetry Seasons				
	Key Vocabulary Penguins, polar bears, icebergs, oceans, land, sea, explorers, north pole, south pole, artic, Antarctic, boats, floating, sinking, melting, freezing.		Key questions What animals live in the arctic? What animals live in the Antarctic? Which materials float/sin? What is migration? Why is the ice melting? Can you make a boat that floats? How can explorers keep warm?		
	Key Facts Antarctica is the highest, driest, coldest and windiest continent on Earth The Antarctic ice sheet is the largest ice store on earth The artic is an icy sea. Foxes, hares, reindeer, walrus, bears live at Artic Penguins live in Antarctica Animals migrate Sir R Fiennes is an explorer		Important events Art week Chinese New Year Spring day		
Personal Social and Emotional	Building Relationships Can work with another child to complete a task, whether child led or adult Interact with friends sometimes leading the play but also coping when the play is led by other children. Adults may resolve conflict issues Work with adults familiar to them in the setting to complete tasks Has a friendship group and willing to work with peers Understand the effect that they can have on others emotions Comfort others Start to listen to other children and wait to have their turn to speak	Self-regulation Be aware of emotional support requirements for others and begin to understand the effect that they can have on others emotions Begin to listen to other children or groups and wait to have their turn to speak Begin sharing with their peers with support of adults Stay and complete the task without reminders for a given amount of time Follow the cue for attention and follow the expectations associated with this.	Managing Self Open to trying new activities and giving new experiences a go. Describe what they are good at Have a clear idea what they want to play Understand why we need rules and how they help to- keep us safe. Begin to zip coats, put on shoes and take off jumpers etc Looking after their clothes and belongings	Ongoing Activities – Practise calming breathing and exercises Be aware of changes in body Follow the school rules Show me five Refer to class rules Be Ready, Be Respectful, Be Safe when discussing behaviour and incidents Jigsaw- Use vocabulary linked to emotions and relationships Understand that actions have consequences. Discuss positive and negative feelings. Discuss ways of dealing with positive and negative feelings. Discuss how to show feelings. Build positive friendships and relationships Coping with tricky situations Follow the Twinkl celebration calendar- find out about and celebrate these	

	Start initiating and negotiating with regard to sharing with their peers Recognise they are part of a family, community, social group	Follow simple two step instructions		
Physical Development	Gross motor skills Revise the fundamental movement skills of rolling, walking, running and skipping, slithering, shuffling, rolling, crawling, jumping, hopping and climbing To be able to throw and catch a large ball, Kick, roll, push and pull objects with control Confidently use a range of large and small apparatus indoors Travels with confidence around, under, over and through balancing/climbing equipment Beginning to develop an overall body strength, coordination, balance and agility Develop a range of ball skills: throwing, catching, kicking, passing, batting and aiming. Shows an understanding of safety begins to take action	Fine motor skills Begin to use a range of tools with more accuracy e.g. pencils, brushes, scissors, tweezers Beginning to use a dominant hand. Begin to draw recognisable pictures. Begin to use a knife to cut their food. Confidently and safely use large and small apparatus outside. Write their names forming the letters correctly Form recognisable letters Dress themselves including fastening zips and buttons Go to the toilet independently and wash their hands		Classroom routines – lining up Weekly PE Indoor and outdoor activities Tooth brushing Hand washing Finger gym activities Know why we warm up and cool down Stretch in different ways Recognise some changes in their body during exercise Participate in games using dance, gymnastics, and sport and athletics skills. Able to make own risk assessments
Communication Language	Speaking Uses new taught vocabulary in context Connect one idea or action to another using a range of connectives – and, then, but, that Describe events in some detail Articulate their ideas and thoughts in well-formed sentences – use complete sentences in their everyday talk Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Learn rhymes, poems and songs – 5 a day – nursery rhyme, poem, rap, story, song Introduces a narrative or story line in their play	Listening, attention and understanding Able to follow a story without pictures or props Able to engage in rhyming activities and display an increasing knowledge and awareness of rhyme. Able to recall simple stories and develop comprehension of story events. Able to listen attentively and talk about the content of non-fiction books Listens and responds to ideas expressed by others in conversation or discussion		On going Listen to their friends share news and experiences Listen to class assemblies Jigsaw
Role play area	Campsite			
Literacy	Comprehension Re-read books based on their phonic ability to build up their confidence in word reading, their fluency and their understanding and enjoyment Read and understand simple phrases and sentences – based on their phonic ability Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Engage in extended conversations about stories, learning new vocabulary Listen to and talk about simple and topic related non-fiction books to develop a deep familiarity with new knowledge and vocabulary Join in with and continue predictable words, phrases and refrains Answer simple questions about a familiar book/text orally Read and understand phrases and captions – link directly to their phonic knowledge stage of development	Word reading To recognise all Phase 2 sounds and some digraphs Phase 3– qu, ch, sh, th, ng, ai, ee, To be able to read some tricky words Aware of print and begins to read labels, instructions, signs, envelopes, etc.	Writing Write Christian name accurately and from memory using capital letter Form lower-case letters accurately when copying a model Write taught digraphs and tri-graphs by copying a model Write CVC words by segmenting the sounds Compose a simple sentence orally and hold it with support Compose a sentence orally and have a go at writing it down Begin to spell some tricky words matched to the school's phonic programme as they are taught Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together	

	Sequence three pictures in order from a familiar story – beginning, middle and end, using narrative language to retell the story Make predictions about how the story might end and how the story might develop		
Mathematics	<p>Number Recognise and read numbers to 7 including when not in order with the aid of a number line, picture clues Accurate 1:1 correspondence concrete, visual to 7 Know that anything can be counted e.g. claps, drum beats... to 7 Count an irregular arrangement to 7 Match numeral to quantity to 7 Display a deep understanding of the composition of numbers to 7 Becoming more confident with the part whole model for numbers to 7 Solve addition and subtraction calculations to 10 practically and visually Find 1 more and 1 less using numbers to 7 (N)– using numberlines(NP) Quick mental recall - addition facts to 7 (fingers to help) Quick mental recall - subtraction facts within 7(fingers to help) Number bonds to 5, 6 and 7 (using concrete aids to help) Know that addition and subtraction are related (to 7) (NP) Recognises half and double up to 10</p>	<p>Numerical pattern Count in 1s forwards to 20 and beyond – visual aid Count forwards in 1s from any number (to 20) – visual aid Count back in 1s from 20– visual aid Say the number before and after to 10 - visual aid Compare a variety of quantities up to 5 (N) Use the vocabulary more, most, greater, fewer, less than and equals(N) Explore odd and even numbers to 10 using Numicon and objects, recognising and discussing the patterns Know that addition and subtraction are related (N) Doubles to 5 concrete aid or fingers (N) Half of numbers 2,4,6,8,10 - concrete (N)</p>	<p>Shape, space and measure Time Becomes familiar with measuring tools in everyday experiences and play Is increasingly able to order and sequence events using everyday language related to time Measures Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, Spatial Awareness Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes Begin to become aware of some properties of shape, ‘this is like a brick I can stack it’. Begin to make simple models and pictures selecting blocks/shapes needed</p>
Understanding the World	<p>Past and Present Begin to make sense of their own life-story and family’s history: Children can retell what their parents told them about their life story and family history in brief. Think about key roles in the family or society that their families have and how this helps to keep households or communities safe (PPC) Look at a childhood photograph from a parent’s familiar event (birthday, Christmas, school start) – what is the same what is different to their own To share stories from the past linked to the history curriculum progression to get the children to find the differences to then and now. Children know that some things stay the same and some things change as we grow up</p>	<p>People, Culture and Communities Develop their knowledge of the celebration of special times from around the world and where these take place locally, including the buildings- children engage further with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year – i.e. Chinese New Year, Pancake Day and The Easter Story. Think about key roles in the family or society that their practices throughout the curriculum at appropriate times of the year – i.e. Chinese New</p>	<p>The Natural World Draw information from simple maps e.g. land and sea. Describe what they can see, hear and feel when outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world. Recognise some environments that are different to the one they live in. Show care and concern for living things. Know some domesticated/wild animal names – and the differences Talk about why some things happen e.g. melting, freezing, floating, sinking</p> <p>Technology Can create content such as a video recording, sound, stories, and/or draw a picture on screen Play a game on a touch screen Take photographs using iPad Record sentence and role play on video –use stop and record buttons with support Record sounds with different resources</p>

		<p>Year, Pancake Day and The Easter Story. Think about key roles in the family or society that their families have and how this helps to keep us safe</p>		
<p>Expressive Arts and Design</p>	<p>Creating with Materials Children Select from a range of media, materials and tools. Experiment with colour and texture Develop their ideas using loose parts, watercolours, powder paint play dough etc. Use language and drawings to explain their model, findings and ideas. Explore ways of joining materials for different purposes Draw with increasing complexity including beginning to add additional shapes for detail</p>	<p>Being Imaginative and Expressive Music specialist-weekly lesson Singing/ Musical Knowledge and Skills Able to sing taught songs Know which instrument to use for a desired effect – e.g. sleigh bells for Santa. Use appropriate vocabulary to describe these sounds. Able to use instruments to match a simple taught rhythm /make up own musical patterns Dance: Respond to music through dance and the use of simple props (e.g. scarves, a ribbon) Children move to a beat – matching movements to the rhythm Imaginative Narrative: Use role play props and small world artefacts to retell stories, narratives or experiences.</p>		

Reception Spring 2 2024

Theme Heroes						
Key Texts	Supertato by Sue Hendra	Super Daisy by Kes Gray	Mighty Small by Timothy Knapman	People who help us by Rebecca Hunter	A super hero like you by Dr Raj Singh	Easter by Nancy Dickmann
Additional Texts / Nursery Rhymes	Non-fiction books People Who Help Us, Easter, Spring Poetry Ten Little Superheroes					
	Key Vocabulary Super hero, people who help us, helpful, brave, powers, good, evil, emergency, vehicles, rescue, family, past, emergency, telephone, shop keepers, villain			Key questions Who are the superheroes in your life? Who helps us every day? What is the emergency telephone number? What are your super powers? Who is the villain in the story? Who is the hero in the story?		
	Key Facts Super heroes can have super powers. Many people help us every day such as teachers, police, doctors, shop keepers. The emergency number is 999. Family member can help us. We all have special qualities. Many stories have a hero and a villain.			Important events Pancake day Easter Sunday World book day		
Personal Social and Emotional	Building Relationships Can work with another child to complete a task, whether child led or adult Interact with friends sometimes leading the play but also coping when the play is led by other children Adults may resolve conflict issues Work with adults familiar to them in the setting to complete tasks Has a friendship group and willing to work with peers Understand the effect that they can have on others emotions Comfort others Start to listen to other children and wait to have their turn to speak Start initiating and negotiating with regard to sharing with their peers Recognise they are part of a family, community, social group	Self-regulation Be aware of emotional support requirements for others and begin to understand the effect that they can have on others emotions Begin to listen to other children or groups and wait to have their turn to speak Begin sharing with their peers with support of adults Stay and complete the task without reminders for a given amount of time Follow the cue for attention and follow the expectations associated with this Follow simple two step instructions		Managing Self Open to trying new activities and giving new experiences a go. Describe what they are good at Have a clear idea what they want to play Understand why we need rules and how they help to-keep us safe Begin to zip coats, put on shoes and take off jumpers etc Looking after their clothes and belongings	Ongoing Activities – Practise calming breathing and exercises Be aware of changes in body Follow the school rules Show me five Refer to class rules Be Ready, Be Respectful, Be Safe when discussing behaviour and incidents Jigsaw- Use vocabulary linked to emotions and relationships Understand that actions have consequences. Discuss positive and negative feelings. Discuss ways of dealing with positive and negative feelings. Discuss how to show feelings. Build positive friendships and relationships Coping with tricky situations	

				Follow the Twinkl celebration calendar-find out about and celebrate these
Physical Development	<p>Gross motor skills</p> <p>Revise the fundamental movement skills of rolling, walking, running and skipping, slithering, shuffling, rolling, crawling, jumping, hopping and climbing</p> <p>To be able to throw and catch a large ball,</p> <p>Kick, roll, push and pull objects with control</p> <p>Confidently use a range of large and small apparatus indoors</p> <p>Travels with confidence around, under, over and through balancing/climbing equipment</p> <p>Beginning to develop an overall body strength, coordination, balance and agility</p> <p>Develop a range of ball skills: throwing, catching, kicking, passing, batting and aiming.</p> <p>Shows an understanding of safety begins to take action</p>	<p>Fine motor skills</p> <p>Begin to use a range of tools with more accuracy e.g. pencils, brushes, scissors, tweezers</p> <p>Beginning to use a dominant hand.</p> <p>Begin to draw recognisable pictures</p> <p>Begin to use a knife to cut their food</p> <p>Confidently and safely use large and small apparatus outside</p> <p>Write their names forming the letters correctly</p> <p>Form recognisable letters</p> <p>Dress themselves including fastening zips and buttons</p> <p>Go to the toilet independently and wash their hands</p>	<p>Classroom routines – lining up</p> <p>Weekly PE</p> <p>Indoor and outdoor activities</p> <p>Tooth brushing</p> <p>Hand washing</p> <p>Finger gym activities</p> <p>Know why we warm up and cool down</p> <p>Stretch in different ways</p> <p>Recognise some changes in their body during exercise Participate in games using dance, gymnastics, and sport and athletics skills.</p> <p>Able to make own risk assessments</p>	
Communication Language	<p>Speaking</p> <p>Uses new taught vocabulary in context</p> <p>Connect one idea or action to another using a range of connectives – and, then, but, that</p> <p>Describe events in some detail</p> <p>Articulate their ideas and thoughts in well-formed sentences – use complete sentences in their everyday talk</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen</p> <p>Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Learn rhymes, poems and songs – 5 a day – nursery rhyme, poem, rap, story, song</p> <p>Introduces a narrative or story line in their play</p>	<p>Listening, attention and understanding</p> <p>Able to follow a story without pictures or props</p> <p>Able to engage in rhyming activities and display an increasing knowledge and awareness of rhyme</p> <p>Able to recall simple stories and develop comprehension of</p>	<p>On going</p> <p>Listen to their friends share news and experiences</p> <p>Listen to class assemblies</p> <p>Jigsaw</p>	

			story events. Able to listen attentively and talk about the content of non-fiction books Listens and responds to ideas expressed by others in conversation or discussion
Role play area	Shop Imaginative Narrative: Use role play props and small world artefacts to retell stories, narratives or experiences		
Literacy	Comprehension Re-read books based on their phonic ability to build up their confidence in word reading, their fluency and their understanding and enjoyment Read and understand simple phrases and sentences – based on their phonic ability Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Engage in extended conversations about stories, learning new vocabulary Listen to and talk about simple and topic related non-fiction books to develop a deep familiarity with new knowledge and vocabulary Join in with and continue predictable words, phrases and refrains Answer simple questions about a familiar book/text orally Read and understand phrases and captions – link directly to their phonic knowledge stage of development Sequence three pictures in order from a familiar story – beginning, middle and end, using narrative language to retell the story Make predictions about how the story might end and how the story might develop	Word reading To recognise all Phase 2 sounds and some digraphs Phase 3– qu, ch, sh, th, ng, ai, ee, To be able to read some tricky words Aware of print and begins to read labels, instructions, signs, envelopes, etc.	Writing Write Christian name accurately and from memory using capital letter Form lower-case letters accurately when copying a model Write taught digraphs and tri-graphs by copying a model Write CVC words by segmenting the sounds Compose a simple sentence orally and hold it with support Compose a sentence orally and have a go at writing it down Begin to spell some tricky words matched to the school’s phonic programme as they are taught Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
Mathematics	Number Recognise and read numbers to 7 including when not in order with the aid of a number line, picture clues Accurate 1:1 correspondence concrete, visual to at least 7 Know that anything can be counted e.g. claps, drum beats... to at least 7 Count an irregular arrangement to to at least 7 Match numeral to quantity to 7 Display a deep understanding of the composition of numbers to 7 Becoming more confident with the part whole model for numbers to 7 Solve addition and subtraction calculations to 10 practically and visually Find 1 more and 1 less using numbers to 7 (N)– using number lines)(NP) Quick mental recall - addition facts to 7 (fingers to help) Quick mental recall - subtraction facts within 7(fingers to help) Number bonds to 5, 6 and 7 (using concrete aids to help) Know that addition and subtraction are related (to 7) (NP) Recognises half and double up to 10	Numerical pattern Count in 1s forwards to 20 and beyond – visual aid Count forwards in 1s from any number (to 20) – visual aid Count back in 1s from 20– visual aid Say the number before and after to 10 - visual aid Compare a variety of quantities up to 5 (N) Use the vocabulary more, most, greater, fewer, less than and equals(N) Explore odd and even numbers to 10 using Numicon and objects, recognising and discussing the patterns Know that addition and subtraction are related (N) Doubles to 5 concrete aid or fingers (N) Half of numbers 2,4,6,8,10 - concrete (N)	Shape, space and measure Time Becomes familiar with measuring tools in everyday experiences and play Is increasingly able to order and sequence events using everyday language related to time Measures Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, Spatial Awareness Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes Begin to become aware of some properties of shape, ‘this is like a brick I can stack it’. Begin to make simple models and pictures selecting blocks/shapes needed

<p>Understanding the World</p>	<p>Past and Present Begin to make sense of their own life-story and family's history: Children can retell what their parents told them about their life story and family history in brief. Think about key roles in the family or society that their families have and how this helps to keep households or communities safe (PPC) Look at a childhood photograph from a parent's familiar event (birthday, Christmas, school start) – what is the same what is different to their own To share stories from the past linked to the history curriculum progression to get the children to find the differences to then and now. Children know that some things stay the same and some things change as we grow up</p>	<p>People, Culture and Communities Develop their knowledge of the celebration of special times from around the world and where these take place locally, including the buildings-children engage further with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year – i.e. Chinese New Year, Pancake Day and The Easter Story. Think about key roles in the family or society that their practices throughout the curriculum at appropriate times of the year – i.e. Chinese New Year, Pancake Day and The Easter Story. Think about key roles in the family or society that their families have and how this helps to keep us safe</p>	<p>The Natural World Draw information from simple maps e.g. land and sea Describe what they can see, hear and feel when outside. Explore the natural world around them Understand the effect of changing seasons on the natural world. Recognise some environments that are different to the one they live in. Show care and concern for living things Know some domesticated/wild animal names – and the differences</p>	<p>Technology Can create content such as a video recording, sound, stories, and/or draw a picture on screen Play a game on a touch screen Take photographs using iPad Record sentence and role play on video –use stop and record buttons with support Record sounds with different resources</p>
<p>Expressive Arts and Design</p>	<p>Creating with Materials Children Select from a range of media, materials and tools. Experiment with colour and texture Develop their ideas using loose parts, watercolours, powder paint lay dough etc. Use language and drawings to explain their model, findings and ideas. Explore ways of joining materials for different purposes Draw with increasing complexity including beginning to add additional shapes for detail</p>	<p>Being Imaginative and Expressive Music specialist-weekly lesson Singing/ Musical Knowledge and Skills Able to sing taught songs Know which instrument to use for a desired effect – e.g. sleigh bells for Santa. Use appropriate vocabulary to describe these sounds Able to use instruments to match a simple taught rhythm /make up own musical patterns Dance: Respond to music through dance and the use of simple props (e.g. scarves, a ribbon) Children move to a beat – matching movements to the rhythm Imaginative Narrative: Use role play props and small world artefacts to retell stories, narratives or experiences</p>		

Reception Summer 1 2024

Theme Life Cycles						
Key Texts	Summer Jack and the beanstalk by DK	Jim and the beanstalk by Raymond Briggs	Sunflower house by Eve Bunting	Life cycles by DK	The crunching munching caterpillar by Sheridan Cain	Life cycle –tadpole to frog by Camilla de la Bedoyere
Additional Texts / Nursery Rhymes	Non -fiction books Caterpillar to Butterfly Teeny Weeny Tadpole Eid Poetry Zim, Zam, Zoom					
	Key Vocabulary Bean, beanstalk, seed, plant, flower, leaf, stem, roots, water, sun, grow, baby, toddler, child, teenager, adult, elderly, egg, larva, caterpillar, cocoon, butterfly, egg, tadpole, froglets, frogs, change, life cycle			Key questions What do plants need to grow? What are the different parts of plants? What common plants can we name? How do we care for living things? What is the life cycle of a caterpillar? What is the life cycle of a frog/? What body parts do animals have?		
	Key Facts Plants need sunlight and water Roots, stem, leaves, petals are parts of plants Sunflower, daffodil, tulips are common plants We need to care and look after living things and not harm them Animals, plants and humans have a life cycle. Living things grow and eventually die			Important events The Queens Platinum celebration Eid		
Personal Social and Emotional	Building Relationships Can work with another child to complete a task, whether child led or adult directed with little direction needed from an adult Can play alongside others cooperating, taking turns and can solve conflict if arises Will initiate and respond to conversations from unfamiliar adults Has a friendship group within the setting but sometimes chooses to work alongside others Regulate own behaviours in order to find solutions to conflicts and compromise Able to regulate themselves to wait until what they want is available, even if this means self-distraction for the interim period		Self-regulation Regulate own behaviours in order to find solutions to conflicts and rivalries Begin to manage their feelings and tolerate situations in which their wishes cannot be met To complete a short task that they may set for themselves Follow instructions involving several ideas		Managing Self Maintain focus for a longer period of time Be aware their actions have consequence for their actions. Can say what they have done wrong and why. Regulate own behaviours in order to find solutions to conflicts Communicate their interests and opinion in small groups or to an adult Show an understanding of why exercise is important Able to compare two items of food and explain why one is better than the other for our bodies	
Physical Development	Gross motor skills Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Explore a range of equipment and use appropriately and safely Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance Choose and use the most appropriate equipment for a game or task			Fine motor skills Hold a pencil effectively and with good control- using the tripod grip in almost all cases. Have a preference for a dominant hand, consistently.		Use Links Learning Powers School behaviour policy- Follow and understand class and outdoor rules Know why we brush our teeth and wash hands Know what foods are bad for our teeth. Know why we need to warm up and why we need healthy food for energy and to keep our bodies healthy. Follow the Twinkl celebration calendar

	<p>Able to play a game, understanding simple rules in pairs or small groups</p> <p>Combine different movements with ease and fluency</p> <p>Refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Practise some appropriate safety measures</p>	<p>Form recognisable letters, most of which are correctly formed.</p> <p>Use scissors correctly to cut around a picture along the lines.</p> <p>Uses cutlery effectively including cutting their food with a knife and fork.</p> <p>Show more accuracy and care when drawing.</p>	<p>other physical disciplines including dance, gymnastics and sport</p> <p>Form letters using pre-cursive handwriting-remembering all letters start from the line -school policy</p> <p>Draw/paint recognisable pictures with more details</p>	
Communication Language	<p>Speaking</p> <p>Confidently and frequently join in with small group, class and one-to-one discussions, offering their own ideas in a clear voice</p> <p>Demonstrate use of their newly learnt vocabulary without being prompted to join in by an adult</p> <p>Offer explanations for why things might happen, making use of introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use the correct verb tense when retelling a story or discussing a topic, e.g., walked, walking, will walk</p> <p>Confidently describe events in detail and the correct chronological order. Connect one idea or action to another using a range of connectives – and, then, but, that, so that, because</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen – give children problem solving words and phrases to use in their explanations,</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Can appropriately Learn and recite rhymes, poems and songs</p>	<p>Listening, attention and understanding</p> <p>Able to listen attentively, for a sustained period (group or class)</p> <p>Able to respond to what they hear by asking relevant questions, comments and or actions.</p> <p>Able to generate and ask questions to clarify understanding.</p> <p>Beginning to understand humour, e.g. nonsense rhymes, jokes</p> <p>Able to engage actively in conversation by contributing effectively Understands a range of complex sentence structures including negatives, plurals and tense markers</p>	<p>Listen and participate in class assemblies, whole school visitors/assemblies and shows/concerts</p> <p>Able to listen attentively to both fiction and non-fiction books.</p>	
Role play area	<p>Imaginative Narrative:</p> <p>Use role play props and small world artefacts to retell stories, narratives or experiences</p>			
Literacy	<p>Comprehension</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Engage in extended conversations about stories, demonstrating the correct use of new vocabulary and demonstrating their understanding by using the new vocabulary in the correct context and in conversation</p> <p>Retell a familiar story/traditional tale and include repeated words, phrases and refrains correctly</p> <p>Answer simple questions about a familiar book/text</p> <p>Read and understand more complex captions and sentences</p> <p>Sequence four/five pictures in order – beginning, middle and end, using narrative language and new vocabulary to retell the story</p> <p>Make detailed predictions about how the story might end, develop and anticipate key events within the story</p> <p>Retell/join in with retelling a range of traditional tales</p>	<p>Word reading</p> <p>Read some letter groups that each represent one sounds and say the sounds for them – qu, ch, sh, th, ng, ai, ee, igh, oa, oo,oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Read a few common exception words matched to the school’s phonic programme -</p> <p>Tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p>Read simple phrases and sentences made up of words with known letter-sound</p> <p>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <p>Continues a rhyming string and identifies alliteration</p>	<p>Writing</p> <p>Write full name accurately including capital letters</p> <p>Form recognisable letters, most of which are correctly formed</p> <p>Write consonant digraphs (ck, qu, ch, sh, th, ng) from memory and copy write vowel digraphs/trigraphs from display or sound mat (ai, ee, igh, oa, oo,oo, ar, or, ur, ow, oi, ear, air, ure, er)</p> <p>Write CVC words containing with more confidence, by segmenting the sounds and then writing the sound with letter/s</p> <p>Compose a sentence orally and hold it, remembering what they are going to write.</p> <p>Write short sentences with words with known sound-letter correspondences, using a capital letter and full stop.</p> <p>Write phase 2 tricky words and high frequency words from memory</p>	
Mathematics	<p>Number</p> <p>Recognise and read numbers to 10 – including when not in order and show that they understand the relationship between them</p> <p>Display a deep understanding of the composition of numbers to 10</p> <p>Accurate 1:1 correspondence to 10 using concrete apparatus - visually</p> <p>Confidently count to 10</p>	<p>Numerical pattern</p> <p>Count by rote from 0 forwards to 20 and beyond</p> <p>Compare and order a variety of quantities up to 10 (N)</p> <p>Use the vocabulary more, most, greater fewer, less than etc. up to 10 (N)</p>	<p>Shape, space and measure</p> <p>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</p>	

	<p>Subitise to 10 Match numeral to quantity up to 10 Understand 1 more and 1 less for numbers to 10 (NP) Mentally recall number bonds to 5 without apparatus/ begin recall to 10 Calculate addition bonds and subtraction facts to/within 10 using apparatus and/or number line if needed Begin to know that addition and subtraction are related (NP) Mentally, quickly recall all doubles to 5 (ie. double 1, 2, 3, 4, 5) (NP) Mentally, quickly recall half of 2,4,6, 8, and 10 (NP) Begin to know that doubling and halving are related (inverse operation) Subitise to 5 – dots on a dice, Numicom piece, ten-frame, pebbles, etc, Know that = means must balance is worth the same as</p>	<p>Identifies odd and even numbers to 10 represented by structures Count accurately beyond 10 Say some numbers in sequence 45.46.47</p>	<p>May enjoy making simple maps of familiar and imaginative environments, with landmarks Shape Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</p>	
<p>Understanding the World</p>	<p>Past and Present Children are able to compare the present and the past, drawing on the knowledge they have established in the classroom as well as their own personal experiences Share stories from the past linked to the history curriculum progression to get the children to compare current life to what is shown in the stories. Look at a childhood photograph from a grandparents/baby photographs– what is the same what is different to their parents and their own Children further develop their knowledge of key roles in society and extend this to encompass our own personal responsibility -i.e. what we can all do to help society Use vocabulary old, new, then and now, last week, yesterday correctly</p>	<p>People, Culture and Communities Name places of local importance to the community, drawing on their own experiences where possible Children can talk about the similarities differences they notice between people across different communities/ family groups Children are able to utilise the vocabulary needed to describe the people, places and communities they are discussing Recognise that people have varied beliefs around the world and can begin to understand the basic differences. Children should be able to make maps, name places to visit, name with they live</p>	<p>The Natural World Make observations of their local area, animals and plants. Name some features of that animal Talk about some similarities and differences between their local environment and that of other countries they come across in books. Talk about the different seasons. Can link different types of weather to different seasons. Talk about changes Understand changes in the natural world such as day and night. Talk /order some life cycles such as a butterfly, chick, frog etc Observe and name animals in local habitat/minibeast hotel</p>	<p>Technology Develops digital literacy skills by being able to access, understand and interact with a range of technologies Can use the internet with adult supervision to find and retrieve information of interest to them To begin to be aware of how to be safe Simple programming two step instructions- Daisy Dinosaur/Beebot</p>
<p>Expressive Arts and Design</p>	<p>Creating with Materials Children Make use of props, materials when role-playing. Be able to talk through from designing to building what they have used and why they have chosen to use that resource or technique. Design and make an object and explain its function Be able to use shapes and colour to express emotions within creations Talk about their models and how improve them- Begin to draw their ideas and plans Name and hold tools correctly Add details to drawings.</p>	<p>Being Imaginative and Expressive Music specialist-weekly lesson Singing/ Musical Knowledge and Skills Build a collection of songs and dances In groups perform poems and stories to their peers Copy a simple beat pattern X X - - X – including with instruments or claps. Play an instrument to accompany their song or rhyme Dance: Able to move in time invent and adapts movements. Imaginative Narrative: Use role-play props and small world artefacts to create or adapt a narrative or story, using story language, events or refrains. As part of a group, invent or adapt a known story to create a new narrative</p>		

Reception Summer 2 2024

Theme Holidays and transport						
Key Texts	Mr Gumpy's Motor Car by Jon Birmingham	The Train Ride by June Crebbin	Emma Jane's Aeroplane by Katie Haworth and Daniel Rieley	The Great Balloon Hullabaloo by Peter Bentley	Summer is Here by Heidi Pross Gray	Seaside Poems by Jill Bennett
Additional Texts / Nursery Rhymes	<p>Non-fiction books What can you see in summer?</p> <p>Transport Holidays around the world</p> <p>Poetry My Village: Rhymes from around the world</p>					
	<p>Key Vocabulary Transport. Car, train, aeroplane, bus, boat, hot air balloon, travel, holiday, passport, suitcase, picnic, day trips, seaside, farm, Spain, Portugal, Scotland, London, summer, weather</p>			<p>Key questions What different ways can we travel long distances? Where could we visit or go on holiday? What do we need to go on holiday? What would see or do? What changes /happens in summer?</p>		
	<p>Key Facts We can travel by car, bus, train, aeroplane, or boat. We can visit local beaches such as Saltburn, Redcar, Seaton We can visit local parks, zoos or farms We can travel to cities such as London We can travel abroad for example Spain We need the correct clothes, passport and money Holidays and travel have changed over the years Summer is hot We need sun cream to protect our skin Plants are in blossom in summer</p>			<p>Important events Sports week Father's Day</p>		
Personal Social and Emotional	<p>Building Relationships Can work with another child to complete a task, whether child led or adult directed with little direction needed from an adult Can play alongside others cooperating, taking turns and can solve conflict if arises Will initiate and respond to conversations from unfamiliar adults Has a friendship group within the setting but sometimes chooses to work alongside others Regulate own behaviours in order to find solutions to conflicts and compromise Able to regulate themselves to wait until what they want is available, even if this means self-distraction for the interim period</p>	<p>Self-regulation Regulate own behaviours in order to find solutions to conflicts and rivalries Begin to manage their feelings and tolerate situations in which their wishes cannot be met To complete a short task that they may set for themselves Follow instructions involving several ideas</p>	<p>Managing Self Maintain focus for a longer period of time Be aware their actions have consequence for their actions. Can say what they have done wrong and why. Regulate own behaviours in order to find solutions to conflicts Communicate their interests and opinion in small groups or to an adult Show an understanding of why exercise is important Able to compare two items of food and explain why one is better than the other for our bodies</p>	<p>Use Links Learning Powers School behaviour policy- Follow and understand class and outdoor rules Know why we brush our teeth and wash hands Know what foods are bad for our teeth. Know why we need to warm up and why we need healthy food for energy and to keep our bodies healthy.</p> <p>Follow the Twinkl celebration calendar</p>		

Physical Development	<p>Gross motor skills</p> <p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p>Explore a range of equipment and use appropriately and safely</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</p> <p>Choose and use the most appropriate equipment for a game or task</p> <p>Able to play a game, understanding simple rules in pairs or small groups</p> <p>Combine different movements with ease and fluency</p> <p>Refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Practise some appropriate safety measures</p>	<p>Fine motor skills</p> <p>Hold a pencil effectively and with good control- using the tripod grip in almost all cases.</p> <p>Have a preference for a dominant hand, consistently.</p> <p>Form recognisable letters, most of which are correctly formed.</p> <p>Use scissors correctly to cut around a picture along the lines.</p> <p>Uses cutlery effectively including cutting their food with a knife and fork.</p> <p>Show more accuracy and care when drawing.</p>	<p>Throw under arm</p> <p>Throw at a target</p> <p>Balance with control to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport</p> <p>Form letters using pre-cursive handwriting-remembering all letters start from the line -school policy</p> <p>Draw/paint recognisable pictures with more details</p>
Communication Language	<p>Speaking</p> <p>Confidently and frequently join in with small group, class and one-to-one discussions, offering their own ideas in a clear voice</p> <p>Demonstrate use of their newly learnt vocabulary without being prompted to join in by an adult</p> <p>Offer explanations for why things might happen, making use of introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use the correct verb tense when retelling a story or discussing a topic, e.g., walked, walking, will walk</p> <p>Confidently describe events in detail and the correct chronological order. Connect one idea or action to another using a range of connectives – and, then, but, that, so that, because</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen – give children problem solving words and phrases to use in their explanations, e.g., so that, because, I think it’s, you could, it might be...</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Can appropriately Learn and recite rhymes, poems and songs – 5 a day – nursery rhyme, poem, rap, story, song</p>	<p>Listening, attention and understanding</p> <p>Able to listen attentively, for a sustained period (group or class)</p> <p>Able to respond to what they hear by asking relevant questions, comments and or actions.</p> <p>Able to generate and ask questions to clarify understanding.</p> <p>Beginning to understand humour, e.g. nonsense rhymes, jokes</p> <p>Able to engage actively in conversation by contributing effectively</p> <p>Understands a range of complex sentence structures including negatives, plurals and tense markers</p>	<p>Listen and participate in class assemblies, whole school visitors/assemblies and shows/concerts</p> <p>Able to listen attentively to both fiction and non-fiction books.</p>
Role play area	<p>Imaginative Narrative:</p> <p>Use role play props and small world artefacts to retell stories, narratives or experiences</p>		
Literacy	<p>Comprehension</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Engage in extended conversations about stories, demonstrating the correct use of new vocabulary and demonstrating their understanding by using the new vocabulary in the correct context and in conversation</p> <p>Retell a familiar story/traditional tale and include repeated words, phrases and refrains correctly</p> <p>Answer simple questions about a familiar book/text</p> <p>Read and understand more complex captions and sentences</p> <p>Sequence four/five pictures in order – beginning, middle and end, using narrative language and new vocabulary to retell the story</p> <p>Make detailed predictions about how the story might end, develop and anticipate key events within the story</p> <p>Retell/join in with retelling a range of traditional tales</p>	<p>Word reading</p> <p>Read some letter groups that each represent one sounds and say the sounds for them – qu, ch, sh, th, ng, ai, ee, igh, oa, oo,oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Read a few common exception words matched to the school’s phonic programme -</p> <p>Tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p>Read simple phrases and sentences made up of words with known letter-sound</p> <p>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <p>Continues a rhyming string and identifies alliteration</p>	<p>Writing</p> <p>Write full name accurately including capital letters</p> <p>Form recognisable letters, most of which are correctly formed</p> <p>Write consonant digraphs (ck, qu, ch, sh, th, ng) from memory and copy write vowel digraphs/trigraphs from display or sound mat (ai, ee, igh, oa, oo,oo, ar, or, ur, ow, oi, ear, air, ure, er)</p> <p>Write CVC words containing with more confidence, by segmenting the sounds and then writing the sound with letter/s</p> <p>Compose a sentence orally and hold it, remembering what they are going to write.</p> <p>Write short sentences with words with known sound-letter correspondences, using a capital letter and full stop.</p> <p>Write phase 2 tricky words and high frequency words from memory</p> <p>Copy write phase 3 tricky words and HF words from display or word mat</p>
Mathematics	<p>Number</p> <p>Recognise and read numbers to 10 – including when not in order and show that they understand the relationship between them</p>	<p>Numerical pattern</p> <p>Count by rote from 0 forwards to 20 and beyond</p> <p>Compare and order a variety of quantities up to 10 (N)</p>	<p>Shape, space and measure</p> <p>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</p>

	<p>Display a deep understanding of the composition of numbers to 10 Acurate 1:1 correspondence to 10 using concrete apparatus - visually Confidently count to 10 Subitise to 10 Match numeral to quantity up to 10 – inc. out of sequence Understand 1 more and 1 less for numbers to 10 (NP) Mentally recall number bonds to 5 without apparatus/ begin recall to 10 Calculate addition bonds and subtraction facts to/within 10 using apparatus and/or number line if needed Know that addition and subtraction are related (NP) Mentally, quickly recall all doubles to 5 (ie. double 1, 2, 3, 4, 5) (NP) Mentally, quickly recall half of 2,4,6, 8, and 10 (NP) Know that doubling and halving are related (inverse operation) Subitise to 5 – dots on a dice, Numicom piece, ten-frame, pebbles, etc, Know that = means must balance is worth the same as Solve addition and subtraction calculations when = is presented in different place Count accurately beyond 10</p>	<p>Use the vocabulary more, most, greater fewer, less than etc. up to 10 (N) Identifies odd and even numbers to 10 represented by structures Say some numbers in sequence 45.46.47</p>	<p>Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) May enjoy making simple maps of familiar and imaginative environments, with landmarks Shape Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</p>	
<p>Understanding the World</p>	<p>Past and Present Children are able to compare the present and the past, drawing on the knowledge they have established in the classroom as well as their own personal experiences Share stories from the past linked to the history curriculum progression to get the children to compare current life to what is shown in the stories. Look at a childhood photograph from a grandparent’s familiar event (holidays) – what is the same what is different to their parents and their own Children further develop their knowledge of key roles in society and extend this to encompass our own personal responsibility -i.e. what we can all do to help society Use vocabulary old, new, then and now, last week, yesterday correctly</p>	<p>People, Culture and Communities Name places of local importance to the community, drawing on their own experiences where possible Children can talk about the similarities differences they notice between people across different communities/ family groups Children can talk about the features of the places that they are familiar with and can begin to describe how they are different to other places. Children are able to utilise the vocabulary needed to describe the people, places and communities they are discussing Recognise that people have varied beliefs around the world and can begin to understand the basic differences. Children should be able to make maps, name places to visit, name with they live</p>	<p>The Natural World Make observations of their local area, animals and plants. Talk about some similarities and differences between their local environment and that of other countries they come across in books. Talk about the different seasons. Can link different types of weather to different seasons. Talk about changes of states - melting Understand changes in the natural world such as day and night. Talk /order some life cycles such as a butterfly, chick, frog etc Observe and name animals in local habitat/minibeast hotel</p>	<p>Technology Develops digital literacy skills by being able to access, understand and interact with a range of technologies Can use the internet with adult supervision to find and retrieve information of interest to them To begin to be aware of how to be safe Simple programming two step instructions- Daisy Dinosaur</p>
<p>Expressive Arts and Design</p>	<p>Creating with Materials Children Make use of props, materials when role-playing. Be able to talk through from designing to building what they have used and why they have chosen to use that resource or technique. Design and make an object and explain is function Be able to use shapes and colour to express emotions within creations</p>		<p>Being Imaginative and Expressive Music specialist-weekly lesson Singing/ Musical Knowledge and Skills Build a collection of songs and dances In groups perform poems and stories to their peers</p>	

	<p>Talk about their models and how improve them-</p> <p>Begin to draw their ideas and plans</p> <p>Name and hold tools correctly</p> <p>Add details to drawings.</p>	<p>Copy a simple beat pattern X X - - X – including with instruments or claps.</p> <p>Play an instrument to accompany their song or rhyme</p> <p>Dance:</p> <p>Able to move in time invent and adapts movements.</p> <p>Imaginative Narrative:</p> <p>Use role-play props and small world artefacts to create or adapt a narrative or story, using story language, events or refrains.</p> <p>As part of a group, invent or adapt a known story to create a new narrative</p>
--	--	---