

<b>2023-2024</b>	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<b>Phonics</b>	At Stondon Lower School, we want all children to rapidly acquire a secure and sequential knowledge of graphemes and phonemes and make sustained progress in learning to read with increasing fluency. We use 'Essential Letters and Sounds' which is a complete systematic synthetic phonics programme (SSP). In Reception we will learn the phase 2-4 sounds with a gentle introduction to phase 5 sounds in the second summer term. Children will learn to decode by identifying each sound within a word and blending them together to read fluently and encode by segmenting each sound to write words accurately.					
<b>Week 1</b>	<b>Phase 2</b> /s/ <s> /a/ <a> /t/ <t> /p/ <p>	<b>Phase 3</b> /j/ <j> /v/ <v> /w/ <w> /ks/ <x> he, she, buses	<b>Phase 3-4</b> Review week R:4 /oo/ <oo> (book)	<b>Phase 3-4</b> Review week R:7 said, so, have	<b>Phase 4</b> Phase 4:1 CVCC -ed /ed/	<b>Phase 5 introduction</b> /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le Oh, their
<b>Week 2</b>	/i/ <i> /n/ <n> /m/ <m> /d/ <d> l, the, no	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch> we, me, be	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or> they, all, are	Review week R:8 were, out, like	Phase 4:2 CCVC -ed /t/	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw> People, Mr, Mrs
<b>Week 3</b>	/g/ <g> /o/ <o> /c/ <c> <k> put, of, is	/sh/ <sh> /th/ <th> /ng/ <ng> /nk/ <nk> push	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	Review week R:9 some, come, there	Phase 4:3 CCVCC -ed /d/	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe> your, ask, should
<b>Week 4</b>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r> to, go, into	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa> was, her	/ure/ <ure> /er/ <er> /oa/ <ow> ball, tall	Review week R:10 little, one, do	Phase 4:4 CCCVC	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e> would, could, asked
<b>Week 5</b>	/s/ <ss> Assess and review week R:1 pull	-es (where there is no change to the root word) Assess and	Assess and review week R:5 when, what	Review week R:11 children, love	Assess and review week R:13	Assess and review week R:14 house, mouse, water

		review week R:2				
<b>Week 6</b>	/h/ <h> /b/ <b> /f/ <f> <ff> /l/ <l> <ll> as, his	Review week R:3 my, you	Review week R:6	Review week R:12	Phase 4:5 CCCVCC -er -est	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>  want, very
<b>Maths- Whiterose</b>	<p><b>Baselines</b> <b>Match sort and compare</b></p> <p>Children are introduced to the concept of matching. They will start by matching physical objects with other physical objects progressing on to matching objects with pictures, before matching pictures with pictures. They will also identify objects that do not match. Children will identify and make sets and use this knowledge to sort collections of objects based on attributes such as colour, size or shape. children will devise their own sorting rules. They will learn that sets can be</p>	<p><b>Circles and Triangles</b></p> <p>Children notice circles and triangles all around them and begin to describe their properties. Children will look at circles and triangles of different sizes, and different types of triangles that vary in size and orientation. Children will be introduced to non-examples or 'almost' circles and 'almost' triangles. They will hear and begin to use positional language</p> <p><b>Key vocabulary (new vocab in bold)</b> <b>Circle, triangle, sides, straight, corners, flat, round, in, on, under, over, beside, between, in front of, around, through, behind</b></p>	<p><b>Alive in 5</b></p> <p>Children are introduced to the concept of zero. They will learn that the number name 'zero' and the numeral 0 can be used to represent nothing, none or gone. Children will use their knowledge of zero to find an amount to five, including zero. The concept of subitising zero objects is introduced, as well as the instant recognition of up to five objects. Children will represent the numbers 0-5 in many ways. Children build on their knowledge of '1 more' and '1 less' to work with the numbers to 5, including zero.</p>	<p><b>Length, height and time</b></p> <p>Children will learn that length is how long or short an object is. They will learn to line up the lengths of objects so that they can see the difference and will be taught that the length is the distance between two points. They will use this knowledge to make comparisons using non-standard objects, such as blocks or cubes. They will build upon on these skills and explore and compare height understanding that it is a type of length. Children will begin to discuss time and progress to ordering and</p>	<p><b>To 20 and beyond</b></p> <p>Children will be given opportunities to practise counting beyond 20 where they will begin to understand the word pattern embedded within most of our number names. Children will hear the repeating pattern in the numbers and develop confidence in using the familiar sequence within 10 to count to bigger numbers.</p> <p><b>Key vocabulary (new vocab in bold)</b> <b>Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.</b> <b>Future learning (Yr1)</b> Children will build on their existing</p>	<p><b>Sharing and Grouping</b></p> <p>Children will begin to develop an understanding of sharing. They will investigate what sharing is and describe equal sharing as fair and unequal sharing as unfair. They will learn that sharing involves dividing a set equally between a certain number of groups. Grouping involves dividing a set by placing a certain number of items in each group. Children will identify whether a number is odd or even by sharing into two groups. Using language such as</p>

	<p>compared and ordered.</p> <p><b>Key Vocabulary (new vocab in bold)</b>  <b>match, count, sort group, same, different, more, fewer.</b></p> <p><b>Future learning (Yr1)</b>  Children will compare and order groups of objects and numbers. They will also be exposed to the symbols &lt; and &gt; and =.</p> <p><b>Talk about measure and patterns</b>  Children learn that objects can be compared and ordered by size (noticeable so that comparisons can be made by eye and not through measure.) They will learn that objects can be compared and ordered by their mass and their capacity. children to recognise that a pattern is a</p>	<p><b>Future learning (Yr1)</b>  Children will learn to recognise, name and sort 2D and 3D shapes according to their properties, including type, size and colour. They will use appropriate language to describe turns made by shapes/objects. They will also explore the key concepts of position and direction.</p> <p><b>1,2,3,4,5</b>  Children will explore finding different representations of 4 and 5. They will continue to develop the skill of subitising, subitising groups of 4 and 5 items. They will create their own representations of 4 and 5 using different objects. Children will build on prior knowledge of one more and one less working with numbers up to 5.</p>	<p>Children are guided to explore the composition of numbers from zero to five. Children will continue to develop the understanding that all numbers are made up of smaller numbers and that this can include zero.</p> <p><b>Key Vocabulary (new vocab in bold)</b>  <b>Zero, nothing,</b> Representation, subitise, one more, one less.</p> <p><b>Future learning (Yr1)</b>  Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number</p>	<p>sequencing simple events.</p> <p><b>Key vocabulary (new vocab in bold)</b>  <b>Long, short, longer, shorter, longest, shortest, tall, taller, tallest, length, height, day, week, evening, tomorrow, yesterday, month, year, calendar,</b> before, after</p> <p><b>Future learning (Yr1)</b>  Children will use and understand the language associated with length. They will learn that height is a type of length and will spend time comparing lengths and using appropriate vocabulary to describe what they see. They measure things using non-standard units, before building on this knowledge and applying it to measuring with a</p>	<p>knowledge of the numbers 11-20. They will explore the suffix 'teen' and what this tells us about a number. Children will also learn to write numbers to 20 in numerals and words. They will be introduced to the concept of tens and ones and will explore counting one more and one less from a given number up to 20. They will compare and order groups of objects and numbers.</p> <p><b>How many now?</b>  Children will continue to engage with counting activities to find out 'how many' objects there are. They will build upon their knowledge of '1 more' and '1 less'.</p> <p><b>Key Vocabulary (new vocab in bold)</b></p>	<p>'odd', 'even', 'equal' and 'unequal' will prompt children to make the links to the number of objects they are sharing. children consolidate their learning of finding and making doubles.</p> <p><b>Key vocabulary (new vocab in bold)</b>  <b>Sharing, equal, unequal, leftover, altogether, grouping, divide,</b> fair, unfair, odd, even, double.</p> <p><b>Visualise, build and map</b>  Children return to the concept of repeating patterns. Children will deepen their understanding of different patterns. Children identify rules to repeating patterns and progress to creating their own repeating pattern rules. Children will be able to verbalise and describe their own patterns as well as</p>
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	<p>repeated unit. Children will explore different patterns and learn that patterns can be both visual and auditory. They will copy and continue basic patterns.</p> <p><b>Key Vocabulary (new vocab in bold)</b>  <b>Big, small, mass, weight, capacity, heavy, light, pattern</b>  <u>Future learning (Yr1)</u>  Children will use and understand the language of length (see key vocab). They will learn that height is a type of length and will spend time comparing lengths and using appropriate vocabulary to describe what they see.</p> <p><b>It's me 123</b>  Children will explore different representations of 1, 2 and 3, match the verbal number names to numerals and quantities. Children will perceptually subitise groups of 1,2</p>	<p>They will look at the composition of 4 and 5 exploring a range of ways to partition a whole number into two parts.</p> <p><b>Key Vocabulary (new vocab in bold)</b>  Representation, subitise, one, two, three, one more, one less, <b>four, five, partition, parts</b>  <u>Future learning (Yr1)</u>  Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to,</p>	<p>line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p><b>Mass and capacity</b>  Children build on their learning of simple comparisons from the autumn term to now make more precise comparisons using different units. Children will further explore mass and progress to discovering how to find a balance. Children build on their understanding of 'full' and 'empty' to further investigate different capacities and how they relate to each other.</p> <p><b>Key Vocabulary (new vocab in bold)</b>  mass, weight, capacity, heavy, light, <b>balance</b>  <u>Future learning (Yr1)</u>  Children will begin by using a variety of non-standard units to measure and will then move on to</p>	<p>ruler and the concept of centimetres</p> <p><b>Building 9 and 10</b>  Children explore different representations of 9 and 10 focusing on finding representations rather than making them. They will match the verbal number names to numerals and quantities. Children will be encouraged to count to 10 using objects in different arrangements by touching each object as they count. Children will compare amounts directly by lining the items up with one-to-one correspondence. Through exploring comparison, they will develop an understanding of equivalence and non-equivalence. They will understand that when making comparisons, a set can have more items,</p>	<p>One more, one less, added, taken away</p> <p><u>Future learning (Yr1)</u>  The children's growing understanding of ordinality will develop into a generalisation that every whole number is '1 more than' the previous number, and '1 less than' the following number.</p> <p><b>Manipulate, compose and decompose</b>  Children will further explore the properties of shapes and spatial relations. Children will explore how shapes will appear when rotated, in a variety of orientations and positions, so they learn that the same shape can look different. Children will use their previous knowledge of positional language and</p>	<p>other children's patterns. In addition, children will learn about spatial reasoning and replicate scenes in the small world and construction areas developing their thinking as to where objects are in relation to each other. They will gain knowledge about how things look from different viewpoints, developing spatial awareness. Use of positional language will be developed. Visualising from different perspectives will help support children to see how an aerial view can be depicted or drawn on a map. Children will progress to make simple maps of familiar places.</p> <p><b>Key Vocabulary (new vocab in bold)</b>  Repeat, patterns, rules, <b>viewpoint,</b></p>
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	<p>and 3 items where they will instantly recognise the number of objects or items in a group without needing to count them. Children will progress to creating their own different representations of 1, 2 and 3 using different objects. They are children are introduced to the concept of 1 more and 1 less, working only with the numbers 1, 2 and 3. children are introduced to the idea that all numbers are made up of smaller numbers, and these are referred to as the parts of the number.</p> <p><b>Key Vocabulary (new vocab in bold)</b>  <b>Representation, subitise, one, two, three, one more, one less</b>  <b>Future learning (Yr1)</b>      Given a number, identify one more and one less.      Identify and represent numbers using objects</p>	<p>more than, less than (fewer), most, least</p> <p><b>Shapes with 4 sides</b>      Children notice squares and rectangles all around them and begin to describe their properties. Children build on their prior learning on properties of shapes by investigating how shapes can be combined to make new shapes. Children will begin to distinguish and talk about the difference between the key events in their daily routine. They will recognise what occurs during the day compared to at night. Children begin to measure time in simple ways by counting how many days or sleeps are left until an important event.</p> <p><b>Key Vocabulary (new vocab in bold)</b></p>	<p>comparing the mass or volume/capacity. Children will use appropriate language and will then move onto using the corresponding inequality symbols.</p> <p><b>Growing 6,7,8</b>      Children explore finding different representations of the numbers 6, 7 and 8, first matching the verbal number names to quantities and then to numerals. Children are introduced to the concept of ‘1 more’ and ‘1 less’ when working with numbers up to and including 8. They explore the composition of numbers to 8. Children progress to finding and making pairs. They begin to understand that a pair is two. They are introduced to the concept of doubling, and they learn that</p>	<p>fewer items, or the same number of items as another set. Children will develop their conceptual subitising skills and start to recognise the groups in numbers to 10. They build on their skills of finding ‘1 more’ and ‘1 less’. Children progress to exploring number bonds to 10 using real objects in different contexts and build 10 using two and three parts. Children build on their explorations and findings about doubles to 8, by progressing to doubles to 10. Lastly, they explore the concept of even and odd numbers.</p> <p><b>Key Vocabulary (new vocab in bold)</b>      Representation, <b>nine, ten, one more, one less, more, fewer, subitise, parts, double, odd, even.</b>  <b>Future learning (Yr1)</b></p>	<p>progress to explaining more complex shape arrangements. Children will learn that shapes can be combined to make new shapes and explore identifying shapes within shapes. Prior learning about 2d and 3d shapes is built upon with children noticing 2-D shapes within 3-D shapes.</p> <p><b>Key Vocabulary (new vocab in bold)</b>      Shapes, 2d, 3d, <b>rotate</b>  <b>Future learning (Yr1)</b>      Children will learn to recognise, name and sort 2D and 3D shapes according to their properties, including type, size and colour. They will use appropriate language to describe turns made by shapes/objects. They will also explore the key concepts of position and direction.</p>	<p><b>perspective, position, map</b>  <b>Future learning (Yr1)</b></p> <p><b>Make connections</b>      The focus is on making connections between all the aspects of maths that have been covered through the year. Children will deepen their understanding through developing their reasoning and problem-solving strategies. Children will have opportunities to engage in extended problem solving and develop their critical thinking skills. These problems will be linked to familiar stories, children’s interests or real problems that arise as they play. Children will be given opportunities to explore and investigate relationships</p>
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	<p>and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p>	<p><b>squares rectangles,</b> sides, straight corners, <b>equal,</b> flat, <b>first, then, after, before, day, night, morning, afternoon, today, tomorrow</b>  <u><b>Future learning (Yr1)</b></u>  Children will learn to recognise, name and sort 2D and 3D shapes according to their properties, including type, size and colour.</p>	<p>this means ‘twice as many’. Children begin to combine two groups to find how many there are altogether.  <u><b>Key Vocabulary (new vocab in bold)</b></u>  Representation, <b>six, seven, eight,</b> one more, one less, <b>pair, double</b>  <u><b>Future learning (Yr1)</b></u>  Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p><b>Explore 3D shapes</b>  Children will learn to recognise and name cubes, cuboids, cylinders, pyramids, cones and spheres. They will recognise that whereas a 2-D shape is completely flat, 3-D shapes are solid objects.  Children will extend</p>		<p>between numbers, shapes and patterns to further deepen their understanding and explore possibilities.  <u><b>Key Vocabulary (new vocab in bold)</b></u>  <b>Problem solving, reasoning.</b></p>
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				<p>their knowledge of recognising and naming 3-D shapes to finding and identifying the 2-D shapes on the flat faces of 3-D shapes. Children will learn that the properties of 3D shapes make them more suitable for tasks such as stacking or rolling. They will identify 3D shapes in their environment. Children will build on their knowledge of simple AB patterns from the autumn term. They are introduced to more complex patterns such as ABC and ABCD and copy and continue such patterns.</p> <p><b><u>Key Vocabulary (new vocab in bold)</u></b> <b>cubes, cuboids, cylinders, pyramids, cones, spheres, features, patterns, repeated pattern</b></p> <p><b><u>Future learning (Yr1)</u></b></p>		
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				Children will learn to recognise, name and sort 2D and 3D shapes according to their properties, including type, size and colour.		
<b>Communication and language</b>	Able to sit in a circle and wait their turn to speak. Listens to others talk about what they think and feel. They can talk about how they feel. Repeats modelled sentences. Begin to direct their speech at an adult. Interacts with peers during play. Responds to direct questions and play activities. speak clearly so that others understand. Follow instructions.	Passes a talking object and speaks on their turn. Can talk about their ideas with friends. Voice is audible in a group and a basic sentence is used. Interaction with peers is expressive and shows their needs and wishes. Answers direct questions from adults and approaches them with worries or needs.	Knows the rules of a circle and puts their hand up to speak or waits. Eye contact is made and voice is directed at listeners. Sentence is used, only sometimes needing a model or stem. Peer interaction is back and forth, with pauses and responses from each. Adults are engaged in conversation when playing alongside. Questions are answered with basic responses. Children can talk about things that have happened and things that might happen. They can talk about a story that is read to them.	Topics of interest result in extended conversations where conjunctions are used. Questions are responded to and basic questions are asked. Peer interaction is sustained and questions are asked and answered during the interaction. There are clear pauses to show listening. Answers show awareness that they have listened. They can talk about events in the past and explain what has happened.	Children are given opportunities to explain by using why and how questions. More complex questions are being asked. Children are beginning to wonder and know how to seek answers from adults. They are confident and will approach known adults and familiar friends. Children take account of what has been said, responding in an appropriate way. They learn and use some new words to talk about their ideas	Pupils are offering their own explanations for things, using increasing vocabulary. Questions are understood and responded to appropriately. They are able to share their feelings about things and show some emotional literacy. Taught vocabulary is used in different contexts to show mastery



<p><b>Communication and language skills progression</b></p>	<p><b>Future Learning (yr 1)</b>          Listen and respond appropriately to adults and their peers by looking at the person speaking.          Answer questions          Understand instructions with more than one step          Begin to ask relevant questions to extend their understanding and knowledge          Use relevant strategies to build their vocabulary. Use vocabulary to describe their immediate world and feelings and begin to think of alternatives for simple vocabulary choices.          Speak clearly in a way that is easy to understand with an increasing command of standard English.          Participate in discussions, performances, presentations etc          Know when it is their turn to participate in a group presentation or play performance.          Speak in sentences rather than fragments or phrases.</p>					
<p><b>Literacy</b></p>	<p><b>Knowing yourself-</b>  <b>Focus texts: I am Henry Finch</b></p> <p><b>Knowledge</b>          Children will have knowledge of what thought bubbles are and when they are used, commands and letters of advice.</p> <p><b>Skills</b>          Children will begin to say, read and write some graphemes. They will be able to respond to how and why questions and spell some words correctly and others phonetically plausibly.</p>	<p><b>Outside, inside-</b>  <b>Focus texts: Where the Wild Things Are.</b></p> <p><b>Knowledge</b>          Children will have an understanding that stories can be told orally as well as being written down, they will know what a character is and how to create their own version of a story.</p> <p><b>Skills</b>          Children will be able to say, read and write graphemes. Segment and blend. Read some common words</p>	<p><b>Talents and Powers-</b>  <b>Focus texts: Little Red.</b></p> <p><b>Knowledge</b>          Children will know how stories such as the traditional tale Little Red Riding Hood can be told in different ways. They will know what a label is and what an advert is.</p> <p><b>Skills</b>          Children will listen to stories and accurately anticipate events. Spell phonetically plausible words and</p>	<p><b>Sowing a seed-</b>  <b>Focus texts: The tiny seed.</b></p> <p><b>Knowledge</b>          Children will know how to follow a set of instructions and use this knowledge to plant a range of seeds. They will know how to write their own set of instructions.</p> <p><b>Skills</b>          Children will give and follow instructions. They will orally rehearse what they will write. They will read and write taught diagraphs and write</p>	<p><b>Strength of mind-</b>  <b>Focus texts: My shadow is pink</b></p> <p><b>Knowledge</b>          Children will know about stereotypes and self-acceptance through this text. They will know what it means to rhyme and know how to use the conjunction because to explain their ideas.</p> <p><b>Skills</b>          Children will offer their own ideas using recently introduced vocabulary. They will use the conjunction because to explain their ideas. They will</p>	<p><b>Family and friends-</b>  <b>Focus texts: Oi frog!</b></p> <p><b>Knowledge</b>          Children will deepen their knowledge of rhyme and understand what makes a rhyming word. They will use their phonetic knowledge to support with spelling and rhymes.</p> <p><b>Skills</b>          To use phonic knowledge to spell and read words. Write simple sentences that can be read by themselves and</p>

	<p><b><u>Key Vocabulary (new vocab in bold)</u></b> grapheme, phoneme, similar, different, thought, thinking, feeling, question, finch, beast, command, thought bubble.</p> <p><b><u>Future learning (Yr1)</u></b> Children will learn how to combine words to make sentences and how to join words and clauses using the conjunction 'and'. They will sequence sentences to form short narratives and will practise using finger spaces. Children will be introduced to the concepts of capital letters, full stops, question marks and exclamation or command sentences.</p>	<p>To be able to talk about their ideas. To ask how and why questions. Choose pencils and paper to write with. Develop narratives by connecting ideas or events. Draw and label their own wild thing character.</p> <p><b><u>Key Vocabulary (new vocab in bold)</u></b> wild thing, boat, room, mother, day, forest, roared, grew, terrible, ceiling, gnashed, vines, forest, tamed, walls, magic trick, grapheme, phoneme</p> <p><b><u>Future learning (Yr1)</u></b> Children will learn how to create a noun phrase to describe a character and to identify verbs and adverbs. They will also learn how to write a non-chronological report.</p>	<p>write simple sentences. They will create their own story and use props to role play.</p> <p><b><u>Key Vocabulary (new vocab in bold)</u></b> Grapheme, phoneme, cosy, traveller, encounters, highway men, dashing, fearsome, prowled, prickly, charged</p> <p><b><u>Future learning (Yr1)</u></b> Children will know what role play is and how it can help us to explore characters in greater depth. They will know how to create a short dialogue between two characters and will know how to write some advice to the main character.</p> <p><b>Focus text: Super Milly and the Super School Day</b></p> <p><b><u>Knowledge</u></b> Children will explore the PSHE theme</p>	<p>simple sentences using phonics knowledge to help them. They will write a dictated sentence. They will contribute ideas to shared writing.</p> <p><b><u>Key Vocabulary (new vocab in bold)</u></b> Instructions, autumn, seeds, hot rays, lands, icy, desert, roots, stems, leaves, weeds, flower.</p> <p><b><u>Future learning (Yr1)</u></b> Children will know the features of writing a sequence of instructions using consistent tense. They will understand what a detailed diagrams include.</p> <p><b>Focus text: The Extraordinary gardener</b></p> <p><b><u>Knowledge</u></b> Children will know how to nurture plants and other</p>	<p>role play being a character and make predictions about what they think might happen next in a story. They will write recognisable letters to make words, which can be read by others.</p> <p><b><u>Key Vocabulary (new vocab in bold)</u></b> different, sparkles, shadow, conjunction, because, twirls, glare, anxious, stressed, worries, feeling, sad, stern.</p> <p><b><u>Future learning (Yr1)</u></b> Children will learn to make predictions and will learn how to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p><b>Focus text: The night pirates</b></p> <p><b><u>Knowledge</u></b></p>	<p>others. They will write some common exception words. Listen to stories, accurately anticipating key events and respond to what they hear with relevant questions</p> <p><b><u>Key Vocabulary (new vocab in bold)</u></b> knobbly, uncomfortable, rhyme, hare, gofer, comfortable, ploughs, easels.</p> <p><b><u>Future learning (Yr1)</u></b> Children will use finger spaces and join words and clauses using a number of coordinating conjunctions. They will continue to use basic punctuation and form sentences using their phonic knowledge to spell words with reasonable accuracy.</p> <p><b>Focus text: Izzy Gizmo</b></p> <p><b><u>Knowledge</u></b></p>
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		<p>shovel, reindeer, coal, scarf, socks, presents, forest.</p> <p><b>Future learning (Yr1)</b> Children will learn to make predictions and will be able to describe a character's feelings through role play. Children will learn to identify emotions that the characters feel using clues from the text and pictures and their own knowledge of similar situations. They will continue to explore making sentences, including the use of basic conjunctions and punctuation.</p>	<p>wonder, super, fantastic, friendship, amazing, incredible, feelings, supersonic</p> <p><b>Future learning (Yr1)</b> Children will continue to apply their knowledge of making sentences and using basic punctuation. They will build on this knowledge and begin to explore possessive apostrophes. Children will learn to use the conjunction 'because' and will also explore expanded noun phrases. They will learn to use adverbs to sequence and add cohesion.</p>	<p>commands. They will continue to explore the use of a variety of suffixes as well as basic punctuation, finger spaces and expanded noun phrases.</p>	<p>captain., prediction, rhyme, letter</p> <p><b>Future learning (Yr1)</b> Children will use finger spaces and join words and clauses using a number of coordinating conjunctions. They will continue to use basic punctuation and form sentences using their phonic knowledge to spell words with reasonable accuracy.</p>	<p>about what might happen and share their creations, explaining the process they have used.</p> <p><b>Key Vocabulary (new vocab in bold)</b> -soft, bendy, smooth, rough, hard, stretchy, twistable, squashable, strong, fragile, weak, shiny, dull colourful, reflective, transparent, tough, thin, prediction, explanation, diagram</p> <p><b>Future learning (Yr1)</b> Children will continue to apply their knowledge of making sentences and using basic punctuation. They will build on this knowledge and begin to explore possessive apostrophes. Children will learn to use the conjunction 'because' and will also explore</p>
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						expanded noun phrases.
<b>Physical, social, emotion development (PSED)</b>	<p><b>Me &amp; My Relationships Knowledge</b> Children will know about ways in which people are the same and different. They will know about types of feelings. They will know the names of jobs of people that help and have an understanding of who they can ask help from.</p> <p><b>Skills</b> Children will recognise and be sensitive to the differences of others. They will talk about feelings and what can cause them. Children will name people who can help and describe ways to help others They will be able to explain which trusted adults can be asked for help and help a friend if</p>	<p><b>Valuing difference Knowledge</b> Children will know about ways in which people are the same and different and celebrate these differences. Children will know ways in which they can show kindness and be caring and helpful.</p> <p><b>Skills</b> Children will be able to talk about family life and listen to what others share about their lives. They will be kind, caring and helpful to others.</p> <p><b>Key Vocabulary (new vocab in bold)</b> Special, likes, dislikes, favourite, same different, family, friendship</p> <p><b>Future learning (Yr 1)</b></p>	<p><b>Keeping safe Knowledge</b> Children will know what is needed to keep themselves stay healthy. They will know things that can be dangerous and what is safe to play online. Children will know the names of adults who can help them and keep them safe.</p> <p><b>Skills</b> Children can explain what their body needs to stay healthy. They can name things that can be dangerous and name adults that can help them.</p> <p><b>Key Vocabulary (new vocab in bold)</b> <b>Clean, safe, unsafe, sleep, water Food, fresh air, cuddle, medicine, chemist, doctor</b></p>	<p><b>Rights and respect Knowledge</b> Children will know ways to care for a friend and why friends are important. They will know ways in which they can look after their learning environment. They will know the use of money, how to keep it safe, ways to save money and why people save money.</p> <p><b>Skills</b> Children will be able to explain ways to look after our world and explain how we use money and how to save money.</p> <p><b>Key Vocabulary (new vocab in bold)</b> Family, friends, responsibility, environment, litter, electricity, pollution,</p>	<p><b>Being my best Knowledge</b> Children will know how to make healthy choices and the know the importance of not giving up.</p> <p><b>Skills</b> Children will keep trying if their chosen method does not work. They will make their own healthy food choices and healthy sleep and exercise choices.</p> <p><b>Key Vocabulary (new vocab in bold)</b> <b>bounce back, encourage, try try again, food, energy, grow, healthy, fruit, vegetable, dairy, sleep, exercise, heart, muscles, routine, calm</b></p> <p><b>Future learning (Yr 1)</b></p>	<p><b>Growing and changing Knowledge</b> Children will know about the life cycle of a chosen animal and know how a baby grows into an adult. Children will know the scientific names of body parts and know the PANTS rule.</p> <p><b>Skills</b> Children will be able to describe the life cycle of an animal, describe how a baby grows to an adult and what they might need. They will be able to name the scientific names for body parts and explain the PANTS rule.</p> <p><b>Key Vocabulary (new vocab in bold)</b> <b>Seasons, summer, autumn, spring, winter, cycle growing,</b></p>

	<p>they are sad or worried.</p> <p><b>Key Vocabulary (new vocab in bold)</b>  <b>Special, special people, practise, effort, same, different, favourite, family, friends, help, feelings, emoji</b></p> <p><b>Future learning (Yr 1)</b>  Children will begin to learn how to manage their own feelings and how to interact with others in a way that is thoughtful and tolerant</p>	<p>Children will know what tolerance is. They will begin to explore the differences between being unkind, teasing and bullying and will know what to do and who they can go to for help in these situations.</p>	<p><b>grown up, uncomfortable, worried, trust</b></p> <p><b>Future learning (Yr 1)</b>  Children will know some physical feelings and emotions associated with feeling unsafe. They will learn that medicines can make people better when they're ill know about safety and responsibility about medicines and their use. They will learn about the difference between appropriate and inappropriate touch and that some body parts are private.</p>	<p><b>recycling, money, cost, safe</b></p> <p><b>Future learning (Yr 1)</b>  They will know some ways to help look after our school environment as well as how to show respect towards people and property. They will begin to explore the value of money as well as some basic first aid.</p>	<p>Children will recognise that learning a new skill requires practice and the opportunity to fail, safely. They will also know how to demonstrate attentive listening skills and will know what it feels like to give and receive positive feedback. Finally, children will recognise how a person's behaviour can affect other people.</p>	<p><b>life cycles, baby child, teenager, adult, old age, family, privates, penis, vulva</b></p> <p><b>Future learning (Yr 1)</b>  Children will know some simple bodily processes associated with themselves. They will know some ways to meet the basic needs of a baby and will be able to identify things they could do as a baby, a toddler and now and people that helped them at those different stages. Children will understand the differences between a secret and a nice surprise. They will know which body parts are private and the correct terms for such parts. They will also know ways in which private parts can be kept private and who they can talk to about such body parts.</p>
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<p><b>Understanding the world - PZAZ</b></p>	<p><b><u>Seasonal changes (The natural world)</u></b></p> <p><b><u>Knowledge</u></b> Children will know what the 4 seasons are called and the features of each season. Children will be able to recognise the season they are currently in. Children will know language related to the seasons. Children know how to compare seasons.</p> <p><b><u>Skills</u></b> Children will be able to notice the changes in weather during the seasons. Children will be able to name different activities that they can do in each season and give reasoning as to why. Children will be able to compare 2 seasons using relative language that has been taught to them. Children will know how to dress appropriately in each season.</p>	<p><b><u>Celebrations (People, culture and communities)</u></b></p> <p><b><u>Knowledge</u></b> Children will know why people celebrate Halloween, Diwali, Fireworks night, Remembrance Day, Hannukah, Christmas, New Year. Children will know which communities celebrate each celebration. Children will know the traditions of each celebration and the origins of each tradition.</p> <p><b><u>Skills</u></b> Children will be able to use their own experiences with celebrations to describe them. Children will use comprehension skills to learn about celebrations new to them. Children will learn about religions new to them. Children will be able</p>	<p><b><u>People who help us (past and present)</u></b></p> <p><b><u>Knowledge</u></b> Children will know which occupations help them and the ways that they help. Children will know how these occupations help the communities. Children will know how to compare occupations.</p> <p><b><u>Skills</u></b> Children will understand what an occupation/job is. Children will be able to compile a list of jobs and people who help us. Children will be able to say some of the ways that people can help them. Children will use language relevant to the topic to be able to say what is the same and what is different.</p>	<p><b><u>Parts of a plant (the natural world)</u></b></p> <p><b><u>Knowledge</u></b> Children will know the parts of a plant. Children will know the functions of each part of the plants. Children will know what a plant needs to survive. Children will know how to plant a seed. Children will know the life cycle of a plant.</p> <p><b><u>Skills</u></b> Children will be able to identify a plant. Children will be able to recognise the parts of a plant and label them. Children will be able to know the function of that part of the plant. Children will know what good growing conditions are for plants. Children will be able to compare plants and other living things.</p>	<p><b><u>Maps Knowledge</u></b> Children will know what a map is. Children will know the features of a map. Children will explore different types of maps.</p> <p><b><u>Skills</u></b> Children will look at and compare maps. Children will talk about and point out features. Children will ask questions and highlight sections of a map using highlighters or crayons. Children will trace their finger along rivers or roads.</p> <p><b><u>Key vocabulary (new in bold) above,</u></b> <b>aerial, bent, bird's eye view, circles, curved, map, feature, bench, building, field, gate, hall, hill, house, playground, pond, road, steps, tree, woodland, church,</b></p>	<p><b><u>Animals and life cycles Knowledge</u></b> Children will learn about farm animals and their young. Children will know how to classify animals. Children will know about the different habitats. Children will learn about the life cycle of a chicken.</p> <p><b><u>Skills</u></b> Children will know which animals live on farms. Children will know about different habitats that animals live in. Children will learn how to sort by simple classification. Children will learn what a life cycle is. Children will learn the different stages of a chicken's life.</p> <p><b><u>Key vocabulary (new in bold)</u></b> <b>Farm animal names, trees, bushes, habitat, hot, cold,</b></p>
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	<p><b>Key vocabulary (new in bold)</b>  <b>Hot, Heat, Cold, Warm, Summer, Autumn, Spring, Winter, Melt, Ice, Snow, Solid, Liquid, Float, Sink, Cool.</b></p> <p><b>Future learning (Yr 1)</b>  Children will observe change over time. They will use their senses and simple equipment (magnifying glasses, rulers etc). They will compare and contrast their environment and the objects/plants/animals in it. They will conduct simple enquiries including research and pattern seeking and record the data collected in tables. They will make drawings of their ideas. They will find and select information from a range of sources. They will describe their observations and suggest reasons for an</p>	<p>to say what is the same and different about celebrations.</p> <p><b>Key vocabulary (new in bold)</b>  <b>Halloween, Diwali, Fireworks night, Remembrance day, Hannukah, Christmas, New Year, celebrations,</b> same, different.</p> <p><b>Future learning (Yr 1)</b>  The children will learn to show respect for other faiths and religions. They will also learn to take turns when talking, how to listen well and to respect other people's opinions.</p>	<p><b>Key vocabulary (new in bold)</b>  <b>children, police, police car, firefighter, ambulance, builder, sawing, hammering, banging, special, jobs, tools,</b> fast, slow.</p> <p><b>Future learning (Yr 1)</b>  Children will develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>	<p><b>Key vocabulary (new in bold)</b>  <b>Leaf, Stem, Root, Flower, Petal, Soil, Fruit, Seed, Stalk,</b> sun, water, food, <b>nutrients.</b></p> <p><b>Future learning (Yr 1)</b>  Children will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will learn about the conditions plants need to grow, identify some plants that have bulbs, and some that have seeds. They will be able to say another type of plant that does not grow from seed or bulb.</p>	<p>shop, find, <b>identify, lines, look, look down,</b> round, <b>search, straight, stripes, wavy, zig zag</b></p> <p><b>Future learning (Yr 1)</b>  Children will learn that a globe is a 3D model of the planet Earth and that Earth spins at an angle. They will learn that atlases are a collection of maps in a book form. Children will learn to use a compass rose symbol on a map to identify the 4 cardinal directions – N,S,E &amp; W. They will learn to use a contents page to find a map they want and begin to explore what a key is.</p>	<p><b>rainforest, farm, desert, polar region, classification, sort, life cycle, polar bear, penguin, snake, meerkat, parrot, jaguar, fish, sharks, whales, chick,</b> eggs.</p> <p><b>Future learning (Yr 1)</b>  Children will compare and contrast their environment and the animals in it. They will learn about a variety of common animals including fish, amphibians, reptiles, birds and mammals and learn if they are carnivores, herbivores, and omnivores understanding what these terms mean. They will learn which types of teeth are associated with a specific animal diet. They learn to name, the basic parts of the human body and say which part of the</p>
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	observation. They will begin to evaluate the effectiveness of the observations.					body is associated with each sense, name the five senses and name factors which affect taste.
<b>Expressive arts and design</b>	<p><b><u>Self-portraits Knowledge</u></b> Children will know how to correctly use a range of materials and techniques. They will know and understand what a self-portrait is and will then apply these skills to create a self-portrait. Children will look at different skin tones and texture, while identifying shapes and features of their faces.</p> <p><b><u>Skills</u></b> Children will use movement to develop large scale mark making with wax crayons, felt tip pens and chalk. Children will use mirrors to recognise facial features such as eyes, nose, eyebrows,</p>	<p><b><u>Christmas performance Knowledge</u></b> Children will be able to learn and perform a range of songs, dance routines and dialogue to support storytelling with others.</p> <p><b><u>Skills</u></b> Children will learn what the tempo of a song is. Children will be able to identify the instruments used in the songs. Children will recognise that their voice is an instrument. Children will learn the lyrics to simple songs. Children will learn how to pitch their voices correctly to match the pitch of the backing track.</p>	<p><b><u>Superhero transport Knowledge</u></b> Children will know how to use their imagination to create and build with recyclable materials. Children will be able to explore varied materials and their suitability. Children will be able to correctly adhere 2 or more objects together using critical thinking to create their own form of superhero transport.</p> <p><b><u>Skills</u></b> Children will know what transport is. Children will brainstorm ideas on which mode of superhero transport they will make. Children will know</p>	<p><b><u>Planting Knowledge</u></b> Children will know about the sculptor Andy Goldsworthy and what a sculptor is. They will know the different parts of plants and their functions. Children will know what each part of a plant looks like. Children will learn about the life cycle of a plant. Children will know the best conditions for plants to grow in and the things plants need to survive.</p> <p><b><u>Skills</u></b> Children will be able to create a transient art piece inspired by Andy Goldsworthy. Children will use correct vocabulary to explain their choices</p>	<p><b><u>Clay brains Knowledge</u></b> Children will know what makes a growth mindset. Children will know what the function of a brain is and how a brain looks. Children will know what clay is and the properties of clay. Children will know how to mould clay to create a shape. Children will know which tools can be used on clay and the function of each tool. Children will learn suitable drying conditions and times for clay.</p> <p><b><u>Skills</u></b> Children will use fine motor skills to mould and shape clay. Children will be able</p>	<p><b><u>Baking bread Knowledge</u></b> Children will know that some ingredients change when mixed or cooked. Children will know what the function of yeast is and how it effects the baking of bread. Children will know what ingredients are. Children will know what ingredients are in bread and their functions. Children will learn about the 5 different senses. Children will know how to be safe around sharp objects and cooking appliances.</p> <p><b><u>Skills</u></b> Children will be able to use the 5 senses to</p>

	<p>mouth, and ears. Children will become aware of skin colours and recognise which colour is the best match for them. Children will observe their faces in mirrors and notice different shapes. Children will use mirrors to draw their own face using pencil, colouring pencil and paint.</p> <p><b><u>Key vocabulary new in bold</u></b>  round, hair, curly, straight, colours, eyes, skin, face, nose, ear, picture, same, <b>oval, facial, feature, portrait, self, ourselves skin tone, freckle, eyebrow, eyelash, forehead, chin, cheek, nostrils, similar, difference, different, similarities, unique, special.</b></p> <p><b><u>Future learning (Yr 1)</u></b>  Children will learn to mix paint to create lighter and darker shades of different</p>	<p>Children will learn to follow the movements for the songs and relate them to the lyrics. Children will be able to perform on a stage with support from adults to correctly pitch the volume of their voices. Children will use clear diction when singing lyrics. Children will perform to an audience.</p> <p><b><u>Key vocabulary (new in bold)</u></b>  <b>pulse, rhythm and pitch, listen, talk, sequence, think, feel, ideas, song, sing, dance, play, explore, instruments, make and experiment.</b></p> <p><u>Christmas cards Knowledge</u>  Children will learn about the history of Christmas cards and why cards are sent. Children will know the features of a card. Children will</p>	<p>and recognise what a recyclable material is. Children will recognise what materials need to be joined together. Children will know how to connect two varied materials together and which method is most suited to which material. Children will be able to use relevant vocabulary to explain their superhero transport and how it helps the hero.</p> <p><b><u>Key vocabulary (new in bold)</u></b>  Scissors, sharp, cutting/cut, hard, easy, metal, straight, corner, cardboard, paper, <b>recycle, tube, lid, hollow, join, round, circle, glue, stick, spread, tacky, paste, brush.</b></p> <p><b><u>Future learning (Yr 1)</u></b>  Children will explore different ways that materials can be</p>	<p>for their artwork. Children will be able to collect bark rubbings, using a crayon and correct pencil grip. Children will plant beans and choose a suitable place for them to grow.</p> <p><b><u>Key vocabulary (new in bold)</u></b>  cut, join, scissors, shape, <b>snip, stem, leaves, flower, petals, bark, rubbing, beans.</b></p> <p><b><u>Future learning (Yr 1)</u></b>  Children will begin to learn to manipulate malleable materials in a variety of ways and the effect such manipulation can have. They will also begin to experiment with, construct and join recycled, natural and man-made materials to produce an abstract/surrealist effect. Children will explore making</p>	<p>to recognise the shape of a brain. Children will use tools to add detail to their clay models. Children will choose a suitable place for their clay model to dry. Children will choose suitable colours to paint their growth mindset models with.</p> <p><b><u>Key vocabulary (new in bold)</u></b>  hold, shape, ball, roll, press, thumb, <b>dots, lines, tools, soft, sharp, clay, fingers, mark, push, manipulate, pressure, smooth, pattern, pinch, squeeze, poke, prod, squash, mould, palm, circular, sculpt.</b></p> <p><b><u>Future learning (Yr 1)</u></b>  Children will know the names of different materials and will understand the differences they find in their properties. They will</p>	<p>describe the ingredients used in bread. Children will be able to use kitchen equipment safely. Children will be able to explain why some ingredients change when cooked. Children will be able to use their gross motor skills to knead and roll dough. Children will be able to compare ingredients before and after cooking. Children will be able to describe how the bread tastes and the texture.</p> <p><b><u>Key vocabulary (new in bold)</u></b>  <b>baker, wheat, flour, bread, roll, dough, recipe, instructions, yeast, water, salt, sugar, bowl, spoon, tray, mug, cloth, cling film, count, mix, knead, soft, warm, sticky, squeeze, stretch, squash, fluffy,</b></p>
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	<p>colours. They will learn to look for shapes in a painting and will learn the skills of how to really 'look' at a painting. Children will learn to discuss their likes and dislikes about what they see in the painting and form opinions. They will learn the basic skills of pencil and brush work and explore the 7 elements of art.</p>	<p>learn about portrait and horizontal cards.</p> <p><b>Skills</b> Children will be able to identify features of a card: the front cover, inside, message and the back of a card. Children will recognise symbols of Christmas (trees, stars, presents, Santa etc). Children will be able to design and create their own cards using a range of materials and techniques. They will use fine motor skills to draw and cut out their designs and write their own message in their Christmas card using correct letter formation.</p> <p><b>Key vocabulary (new in bold)</b> cut, fold, card, paper, <b>landscape, portrait, glue, stick, join, combine, inside, outside, front cover.</b></p>	<p>joined. They will be taught to think about if something has worked well, and when something could be better. This will allow them to appropriately evaluate their work and make suggestions for improvement.</p>	<p>marks in print with a variety of objects, including natural and man-made. They will learn how to make rubbings and will build a repeating pattern. They will also learn to recognise pattern in the environment.</p>	<p>also know ways to make some materials stronger.</p>	<p><b>knead, eat, hear, feel, hear, change, different, bigger.</b></p> <p><b>Future learning (Yr 1)</b> Children will know that some food comes from plants and others from animals. They will know the importance of good hygiene habits when working with food.</p>
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		<p><b>Future learning (Yr 1)</b>  Children will listen to music with sustained concentration and discuss their feelings and emotions linked to the different pieces of music.  Children will find the pulse of the music.  They will sing songs musically and begin to apply their understanding of tempo, dynamics, rhythm, pitch when performing. They will begin to show how to warm up their voice and demonstrate good postures when singing.</p>				
<p><b>Personal Development (PD) – GETSET4PE</b></p> <p><b>Gross Motor Skills -</b>  Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p><b>Introduction to PE: Knowledge</b>  Children will know how to move safely in a space and know how to stop with control. They will learn how to use and share equipment and work individually and cooperatively with a partner and group.</p>	<p><b>Ball games: Knowledge</b>  Children will learn that pointing their hand towards the target they are aiming for will, give them more accuracy. Children will learn to have hands out ready to catch. Children will learn to watch</p>	<p><b>Dance: Knowledge</b>  Children will learn that they can move their bodies in different ways to create interesting actions. Children will learn that if they move into space it will help to keep themselves and</p>	<p><b>Fundamentals: Knowledge</b>  Children will develop their fundamental movement skills which will include balancing, running, changing direction, jumping, hopping and travelling. Children will learn to use big steps to run</p>	<p><b>Games: Knowledge</b>  Children will practise and further develop fundamental movement skills through playing games. They will also learn how to score and play by the rules of the games, learn how to work with a</p>	<p><b>Gymnastics: Knowledge</b>  Children will learn to make different shapes with their body. They will learn to be still when holding a balance, learn to change their body shape to help them to roll. When jumping, children will</p>

<p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p><b>Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing</p>	<p>They will know why rules are needed.</p> <p><b>Skills</b> Children will run and stop with some control. They will explore skipping as a travelling action and jump and hop with bent knees. Take turns. In addition, children will learn to share equipment with others, share their ideas with others and develop their ability to persevere and try again if they do not succeed. They will practise skills independently and show confidence to try new tasks and challenges.</p> <p><b>Key Vocabulary (new vocab in bold)</b> <b>Balance, bend, crawl, direction, fast, jump, hop, land, run, rules, safely, slide, space, slow, stop, travel</b></p> <p><b>Future learning (Yr 1)</b></p>	<p>the ball as it comes towards them and scoop it up with two hands. In addition, they will learn that keeping the ball close to their body will help with control.</p> <p><b>Skills</b> Children will develop their ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with their feet and kicking a ball. Children will develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will work independently and with a partner and will develop decision making and using simple tactics.</p> <p><b>Key Vocabulary (new vocab in bold)</b> <b>Dribbling, catch, caught hit, kick,</b></p>	<p>others safe. They will learn that when watching others perform, they should sit quietly and clap at the end. They will understand that counting can help them keep in time with the music.</p> <p><b>Skills</b> Children will explore travelling movements, shapes and balances. Children will choose their own actions in response to a stimulus. They will copy, repeat and remember actions. They will perform to others and begin to provide simple feedback.</p> <p><b>Key Vocabulary (new vocab in bold)</b> <b>Action, bend, count, move, shake, space, twist, direction, high, low, actions, beat, counts, direction, fast, finish, position, quickly, shape,</b></p>	<p>and small steps to stop. They will also learn that moving into space away from others helps to keep them safe. Children will learn to hold their arms out to help them to balance. and that bending their knees will help them to land safely when jumping. Children will learn that to hop they will use one foot and if they hop then step that will help them to use skipping as a travelling action.</p> <p><b>Skills</b> Children will balance whilst stationary and on the move. They will develop their ability to change direction, ability to hop and landing with control and they will explore different ways to travel.</p> <p><b>Key Vocabulary (new vocab in bold)</b></p>	<p>partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p> <p><b>Skills</b> Children will develop throwing and learn how to keep score. They will play games taking on different roles within the game. Children will be able to follow instructions and move safely when playing tagging games. They will work co-operatively and learn to take turns. They will work collaboratively with others to play team games.</p> <p><b>Key Vocabulary (new vocab in bold)</b> <b>Catch, caught, jog, rules, run, stop, team, throw, turn, safe, safely, score, space, aim, gallop,</b></p>	<p>learn that bending their knees will help them to land safely. Children will learn that counting to five when holding a shape or balance will allow people to see it clearly.</p> <p><b>Skills</b> Children will explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They will perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They will begin to copy and create short sequences by linking actions together.</p> <p><b>Key Vocabulary (new vocab in bold)</b> <b>Balance, bend, copy, hold, jump, land, rock, roll, shape, squeeze, star, still, straight, through, travel, over</b></p>
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	<p>Children will explore changing direction and dodging and move with some control and balance. Explore stability and landing safely and demonstrate control in take off and landing when jumping</p>	<p><b>partner, points, ready, roll, run, score, target, throw, aim, bounce, ball</b></p> <p><u>Future learning (Yr 1)</u> Children will develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance.</p>	<p><b>slowly, start, position, travel</b></p> <p><u>Future learning (Yr 1)</u> Children will learn that actions can be linked to create a dance and you can create fast and slow actions to show an idea. They will know that there are different directions and pathways within space.</p>	<p>Balance, bend, direction, hop, space, stop, travel, <b>communication,</b> jump, land, run, safe</p> <p><u>Future learning (Yr 1)</u> Children will learn that bending their knees will help them change direction and swinging their arms will help them to run faster. They will know that landing on their feet will help them to balance and control.</p>	<p>hit, hop, jump, <b>lose, partner, tag, target, win</b></p> <p><u>Future learning (Yr 1)</u> Children will learn the importance of looking at their partner before sending the ball. They will know that when attacking in a game, being able to move away from a partner helps their team to pass them the ball. When defending, children will learn that staying with a partner makes it more difficult for them to receive the ball. They will develop an understanding of how tactics can help when playing games and that rules help them to play fairly.</p>	<p><u>Future learning (Yr 1)</u> Children will learn that landing on the balls of their feet helps them to land with control and that if they use a starting and finishing position, people will know when their sequence has begun and when it has ended. Children will know straight, tuck, straddle, pike balances and perform balances making their body tense, stretched and curled. They will also explore barrel, straight and forward roll progressions and explore shape jumps including jumping off low apparatus.</p>
<b>Music (Charanga)</b>	<p><b><u>Me! Knowledge</u></b> Children will know 20 nursery rhymes by</p>	<p><b><u>My story! Knowledge</u></b> Children will know 20 nursery rhymes by</p>	<p><b><u>Everyone! Knowledge</u></b> Children will learn how to move to the</p>	<p><b><u>Our world! Knowledge</u></b> Children will learn how to move to the</p>	<p><b><u>Big Bear Funk! Knowledge</u></b> Children will learn to sing or rap nursery</p>	<p><b><u>Reflect, rewind and replay! Knowledge</u></b> Children will learn that a performance is</p>

	<p>heart. Children will know the stories related to nursery rhymes.</p> <p><b>Skills</b> Children will learn how to listen and respond to different styles of music. Children will learn to sing or sing along with nursery rhymes and action songs Children will learn to improvise leading to playing classroom instruments. Children will share and perform the learning that has taken place.</p> <p><b>Key vocabulary (new in bold)</b> Sing, song, loud, quiet, instrument, stop, play, <b>sound, voice, rhyme, beat, pause, rest, hush, (names of the instruments), performance.</b></p> <p><b>Future learning (Yr 1)</b> Children will know the importance of good posture when singing and why following a conductor helps to sing musically and in</p>	<p>heart. Children will know the stories related to nursery rhymes.</p> <p><b>Skills</b> Children will learn how to listen and respond to different styles of music. Children will learn to sing or sing along with nursery rhymes and action songs Children will learn to improvise leading to playing classroom instruments. Children will share and perform the learning that has taken place.</p> <p><b>Key vocabulary (new in bold)</b> Song, sing, loud, quiet, instrument, stop, play, <b>practise,</b> sound, voice, rhyme, beat, pause, rest, hush, (names of the instruments), performance, <b>rehearse.</b></p> <p><b>Future learning (Yr 1)</b> Children will listen to and appraise a range of music and express</p>	<p>pulse of music. Children will learn that words in songs can tell stories and paint pictures.</p> <p><b>Skills</b> Children will learn how to listen and respond to different styles of music. Children will learn to sing or sing along with nursery rhymes and action songs Children will learn to improvise leading to playing classroom instruments. Children will share and perform the learning that has taken place.</p> <p><b>Key vocabulary (new in bold)</b> Sing, loud, quiet, instrument, stop, play, safe, <b>online safety,</b> sound, voice, rhyme, beat, pause, rest, hush, (names of the instruments), performance, <b>genre.</b></p> <p><b>Future learning (Yr 1)</b> Children will know the importance of good posture when</p>	<p>pulse of music. Children will learn that words in songs can tell stories and paint pictures.</p> <p><b>Skills</b> Children will learn how to listen and respond to different styles of music. Children will learn to sing or sing along with nursery rhymes and action songs Children will learn to improvise leading to playing classroom instruments. Children will share and perform the learning that has taken place.</p> <p><b>Key vocabulary (new in bold)</b> Song, sing, loud, quiet, instrument, stop, play, dance, listen, Rhythm, pulse, sound, voice, rhyme, beat, pause, rest, hush, (names of the instruments), performance.</p> <p><b>Future learning (Yr 1)</b> Children will listen to and appraise a range</p>	<p>rhymes and simple songs from memory. Children will learn that songs have sections.</p> <p><b>Skills</b> Children will learn how to listen and respond to different styles of music. Children will learn to sing or sing along with nursery rhymes and action songs Children will learn to play instruments within a song. They will compose a riff based composition and share and perform the learning that has taken place.</p> <p><b>Key vocabulary (new in bold)</b> Song, sing, loud, quiet, instrument, stop, play, move, song, sound, voice, rhythm, pulse, pause, rest, hush, (names of the instruments), performance, <b>movement, change.</b></p> <p><b>Future learning (Yr 1)</b></p>	<p>sharing music. Children will learn how to perform songs.</p> <p><b>Skills</b> Children will learn how to listen and respond to different styles of music. Children will learn to sing or sing along with nursery rhymes and action songs Children will learn to improvise leading to playing classroom instruments. Children will share and perform the learning that has taken place.</p> <p><b>Key vocabulary (new in bold)</b> Song, sing, loud, quiet, instrument, stop, play, dance, listen, Rhythm, pulse, sound, voice, rhyme, beat, pause, rest, hush, (names of the instruments), performance.</p> <p><b>Future learning (Yr 1)</b> Children will listen to and appraise a range of music and express</p>
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	<p>unison. They will understand that projecting a voice is not shouting. They will know a performance is sharing music with other people called an audience.</p>	<p>how it makes them feel. Children will increasingly use the correct terminology to describe the songs. Children will be able to find the pulse, listen to and copy back a rhythm using clapping and voice, showing some awareness of pitch. They will perform a song and play instrumental parts within the song. They will improvise using their voices and instruments.</p>	<p>singing and why following a conductor helps to sing musically and in unison. They will understand that projecting a voice is not shouting. They will know a performance is sharing music with other people called an audience.</p>	<p>of music and express how it makes them feel. Children will increasingly use the correct terminology to describe the songs. Children will be able to find the pulse, listen to and copy back a rhythm using clapping and voice, showing some awareness of pitch. They will perform a song and play instrumental parts within the song. They will improvise using their voices and instruments.</p>	<p>Children will know the importance of good posture when singing and why following a conductor helps to sing musically and in unison. They will understand that projecting a voice is not shouting. They will know a performance is sharing music with other people called an audience.</p>	<p>how it makes them feel. Children will increasingly use the correct terminology to describe the songs. Children will be able to find the pulse, listen to and copy back a rhythm using clapping and voice, showing some awareness of pitch. They will perform a song and play instrumental parts within the song. They will improvise using their voices and instruments.</p>
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