

The planning below details suggested learning that pupils may experience during that topic. It will be adapted to the class/year group and their interests and next steps. The half-termly curriculum leaflet that parents receive in the beginning of each half-term will outline the experiences and objectives that will be covered.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching termly topic	Family and Friends	Celebrations	Let's Pretend- Monsters, Aliens, Superheroes and pirates	Space	Once upon a time.....	Our Wonderful World
Half-termly focus and key questions	What makes us special?	What is a celebration? Why, how and what do we celebrate?	What is imagination? How do we pretend? How do we know when something is imaginary or pretend?	What's it like in space? Where is space?	What is a fairy tale? What kind of characters do we find in fairy tales? What are these characters or creatures like?	What do living things such as animals and plants need in order to survive and grow? What happens as plants, animals and humans grow? How do we look after plants, animals and ourselves?
Key Book(s) and Poem(s)	<ul style="list-style-type: none"> Little Rabbit Foo Foo The Last Noo-Noo One of Each Owl Babies 	<ul style="list-style-type: none"> On Bonfire Night So Much Lighting a Lamp Eight Candles to Light 	<ul style="list-style-type: none"> Where the Wild Things are Monster Poems The Gruffalo Under the Bed The Pin Man (short film from the literacy shed) 	<ul style="list-style-type: none"> Whatever Next Beegu Space Baboon on the Moon (the literacy shed) 	<ul style="list-style-type: none"> Jack and the Beanstalk The three Billy Goats Gruff Little Red Riding Hood The Three Little Pigs Goldilocks and the Three Bears. 	<ul style="list-style-type: none"> The Very Hungry Caterpillar The Very Busy Spider The Grouchy Ladybird Non-fiction books about animals/dinosaurs
Super starter	The children will use hand prints to create leaves and current photos of the children to be inserted on a leaf for a class tree to be assembled.	The children will make their own sparklers and rockets. They children will enter the classroom to find a staged firework display (role play). They will need to work as a whole class to make the scene safe, before they will be able to watch a pretend fireworks display in darkness on the Interactive whiteboard waving their sparklers.	A visit to Holland Park for a troll workshop	To create their own space rocket using junk modelling. -Discussions about suitable materials -Look at shapes that can be used to make a space rocket.	The children to find a magic story box that contains different items for a variety of fairy tales. The children will need to use their current knowledge to establish the current fairy tale. The will need to use investigation skills during this topic to link the more complex objects to a particular fairy story.	Caterpillars arrive to be observed.
Visits and	<ul style="list-style-type: none"> police officer, 	<ul style="list-style-type: none"> Fire engine visits the 	<ul style="list-style-type: none"> A visit to Holland 	<ul style="list-style-type: none"> Science museum 	<ul style="list-style-type: none"> A trip to Kentish Town 	<ul style="list-style-type: none"> Sports Day

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visitors	<p>paramedic, post man visit the school</p> <ul style="list-style-type: none"> Children to bring in photos of themselves and of their families to add to Family and Friends of KGS display. 	school	Park for a troll workshop		<p>City Farm</p> <ul style="list-style-type: none"> Zoolab workshop at school Guide dog visits the school Caterpillars arrive to be observed. 	<ul style="list-style-type: none"> Visit to our local park-Queens Park.
Fantastic finish	<p>Invite parents to our Art Gallery where we will display our self portraits and sing the song: Children of the world song.</p>	Christmas Nativity	<p>Invite parents to see our Monster masks and our monster dance: https://www.youtube.com/watch?v=vj9VwxrqvG0</p>	Assembly on what we have been learning	The royal banquet	Balloon man TBC
Role Play	Home corner	Restaurant	The Magical Wood	Space Rocket	Jack and the Beanstalk Cottage	Cave role-play TBC
<p>Communication and Language</p> <p>LISTENING AND ATTENTION</p>	<ul style="list-style-type: none"> Listen and enjoy stories. Listen attentively to others and stories in small groups. Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. Shows interest in play with sounds, songs and rhymes. 	<ul style="list-style-type: none"> Anticipate and join in with repeated refrains and anticipate key events and phrases in stories and poems. Maintains attention on an activity of their choosing. Listens to others one to one or in small groups, when conversation interests them. Two-channelled attention – listen and do for a short span. 	<ul style="list-style-type: none"> Recall and recount familiar stories. Listen attentively and with concentration on carpet showing whole body listening. Listens to stories with increasing attention and recall. Anticipate and respond with relevant comments, questions or actions in stories and poems. 	<ul style="list-style-type: none"> Two channelled attention – listen and do for a longer span and in a range of contexts. Anticipate and respond with relevant comments, questions or actions in stories and poems. Maintains attention, concentrates and sits quietly during appropriate activity. Is able to follow directions (if not intently focused on own choice of activity) 	<ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. 	<ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. <ul style="list-style-type: none"> Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). Maintains attention, concentrates and sits quietly during appropriate activity.

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<p>Communication and Language UNDERSTANDING</p>	<ul style="list-style-type: none"> • Answer how and why questions related to personal experiences. • Follow a simple instruction. 	<ul style="list-style-type: none"> • Answer how and why questions related to familiar stories. • Listens to and responds to ideas expressed by others in conversation or discussion. 	<ul style="list-style-type: none"> • Answer how and why questions related to less familiar stories, other people and events. • Follow 2 part instructions. • Listens to and responds to ideas expressed by others in conversation or discussion. 	<ul style="list-style-type: none"> • Answer how and why questions about their experiences and in response to stories and events. • Follow 2 part instructions. • Listens to and responds to ideas expressed by others in conversation or discussion. • Follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> • Begin to follow a story without pictures and props. • Follow instructions involving several ideas or actions. • Listens to and responds to ideas expressed by others in conversation or discussion. • 	<ul style="list-style-type: none"> • Express own views about events or characters in story. • Begin to follow a story without pictures and props. • Follow instructions involving several ideas or actions. • Listens to and responds to ideas expressed by others in conversation or discussion. •
<p>Communication and Language SPEAKING</p>	<ul style="list-style-type: none"> • Speak in full sentences with support. • Speak confidently in front of a small group of peers. • Use talk to retell events and simple stories. • Begin to use past, present and future tenses 	<ul style="list-style-type: none"> • Extends vocabulary, by grouping and naming and exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. 	<ul style="list-style-type: none"> • Speak in full sentences without support. • Uses talk including questions to organise, sequence and clarify thinking, ideas, feelings and events. • Use past, present and future tenses accurately. • Speak confidently in front of the class. • Links statements and sticks to a main theme or intention. 	<ul style="list-style-type: none"> • Use more complex sentences to convey ideas with support (including beginning to use connectives). • Show awareness of listeners' needs. 	<ul style="list-style-type: none"> • Ask and formulate questions about stories, events, ideas and learning. • Speak confidently in assembly. • Use more complex sentences to convey ideas, opinions and experiences more independently • Show awareness of listeners' needs. 	<ul style="list-style-type: none"> • Speak using multiple sentences and ideas without support and begin to explain why. • Develop their own narratives and explanations by connecting ideas or events (using connectives). • Use a range of vocabulary to add information, express ideas or to explain or justify actions or events
<p>Physical Development MOVING AND HANDLING <i>(including P.E.)</i></p>	<ul style="list-style-type: none"> • Safely handle equipment and tools (including writing tools). • Negotiate space safely 	<ul style="list-style-type: none"> • Move confidently in a range of ways. • Show increasing control and coordination in small movements (i.e. 	<ul style="list-style-type: none"> • Move confidently in a range of ways including on balancing and climbing equipment. 	<ul style="list-style-type: none"> • Make small coordinated movements (i.e. patting, throwing, kicking, catching, 	<ul style="list-style-type: none"> • Begin to combine small and large coordinated movements for a purpose (play a 	<ul style="list-style-type: none"> • Combine small and large coordinated movements for a purpose (play a physical game, use a

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	<p>during play, movement and exercise by adjusting speed or changing direction to avoid obstacles.</p> <ul style="list-style-type: none"> Write using dominant hand. Copy some letters e.g. from name. <i>P.E.: Multi-skills including space awareness, ball skills and team work</i> 	<p>patting, throwing, kicking, catching, pouring, cutting) including physical equipment.</p> <ul style="list-style-type: none"> Handle writing tools using a tripod grip sometimes with a reminder. Begin to form recognisable letters. <i>P.E.: Athletics including space awareness, ball skills and team work</i> 	<ul style="list-style-type: none"> Experiment with different ways of moving. Handle writing tools using a tripod grip. <p><i>P.E.: Gymnastics</i></p>	<p>pouring, cutting) with a range of small tools and physical equipment.</p> <ul style="list-style-type: none"> Form most of the letters correctly. Write near the line. <i>P.E.: Dance</i> 	<p>physical game, use a prop in role-play).</p> <ul style="list-style-type: none"> Begin to control letter size (capitals, lowercase, short/tall letters). <i>P.E.: Multi-skills including hand-eye coordination and aiming</i> 	<p>prop in role-play).</p> <ul style="list-style-type: none"> Write on the line and control letter size. <i>P.E.: Athletics</i>
Physical Development HEALTH AND SELF-CARE	<ul style="list-style-type: none"> Manage basic hygiene with support. Dress self with support. Go to the toilet independently. 	<ul style="list-style-type: none"> Attempt to zip up own coat. Notice what happens to our bodies when we exercise. Manage basic hygiene independently. 	<ul style="list-style-type: none"> Begin to identify ways to stay and keep safe. Recognise how managing own hygiene can keep us healthy. 	<ul style="list-style-type: none"> Recognise that eating (and drinking) nutritious food keeps us healthy. Fasten or zip up own coat independently. Identify ways to stay and keep safe. 	<ul style="list-style-type: none"> Recognise that exercise and rest keeps us healthy. Understand ways to keep safe. 	<ul style="list-style-type: none"> Get dressed with no support (independently). Make healthy choices related to healthy eating and exercise. Make appropriate choices to keep safe.
Personal, Social and Emotional Development SELF CONFIDENCE & SELF AWARENESS	<ul style="list-style-type: none"> Communicates confidently about self and home. Beginning to speak to others about own needs, wants, interests and opinions. Confident to speak in a familiar group. 	<ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Confident to try new activities. Choose the resources they need for their chosen activities. 	<ul style="list-style-type: none"> Say why they like some activities more than others. Say when they do or don't need help. Confident to speak in front of class. 	<ul style="list-style-type: none"> Talk about the things they enjoy and the things they are good at. 	<ul style="list-style-type: none"> Talk about the things they don't find easy. They are resourceful in finding support when they need help or information. 	<ul style="list-style-type: none"> Talk about the plans they have made to carry out activities and what they might change if they were to repeat them.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Initiates conversations. Can ask an adult for 	<ul style="list-style-type: none"> Attends to and takes account of what others say. 	<ul style="list-style-type: none"> Explains own knowledge and understanding. 	<ul style="list-style-type: none"> Show sensitivity to others' needs and feelings. 	<ul style="list-style-type: none"> Listen and respond to other people's ideas. Children play group 	<ul style="list-style-type: none"> Understand someone else's point of view can be different from

<p>MANAGING FEELINGS AND BEHAVIOUR</p>	<p>help if there is a problem.</p> <ul style="list-style-type: none"> • Shares and takes turns with adult support. 	<ul style="list-style-type: none"> • Starts to use some strategies such as 'Stop I don't like it' to solve problems. • Form positive relationships with adults and other children. 	<ul style="list-style-type: none"> • Asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. 	<ul style="list-style-type: none"> • Play co-operatively, taking turns and sharing with others. 	<p>games with rules.</p>	<p>theirs.</p> <ul style="list-style-type: none"> • Resolve minor disagreements through listening to each other to come up with a fair solution. • Understand what bullying is and that this is unacceptable behaviour.
<p>Literacy READING</p>	<ul style="list-style-type: none"> • Recognise that print has meaning. • Link some sounds to letters. • Recognise own name and signs such as advertising logos or environmental print. • Beginning to be aware of the way stories are structured. • Hold and handle books the correct way up and turn the pages. • Hear and say initial sounds in words. 	<ul style="list-style-type: none"> • Read and understand CVC words. • Begin to read simple captions and developing word awareness. • Understand and explain what an author and illustrator does. • Continue rhyming strings. • Describe characters, settings and events in a story. • Suggests how a story may end. 	<ul style="list-style-type: none"> • Link sounds to letters (including diagraphs), naming and sounding the letters of the alphabet. • Read and understand CCVC and CVCC words. • Read simple captions and understand the concept of a word. • Read at least 3-5 red words. • Begin to use 'Fred in your head' when decoding. • Knows that English print is read from left to right, top to bottom. • Knows that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> • Read simple sentences with some fluency (use 'Fred in your head') and understanding. • Read at least 8-10 red words. • Uses vocabulary and forms of speech that is increasingly influenced by their experiences of books. • Identify corresponding lower and upper case letters. • Knows that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> • Read simple sentences with some fluency and expression. • Read at least 15 red words. • Demonstrate comprehension of texts when talking with others about what they have read. • Knows that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> • Identify the difference between fictional and non-fictional texts • Read sentences with increasing fluency and expression. • Read longer words including some compound words. • Read at least 20 red words. • Describe main events in simple stories they have read. • Identify different purposes for reading.

<p>Literacy WRITING</p>	<ul style="list-style-type: none"> Attempt to write own name. Give meaning to drawings and own marks. Ascribe meaning to print including symbols and marks. Correctly represents some sounds. Hear and represent initial sounds in words 	<ul style="list-style-type: none"> Write own name using capital and lower case letters. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 	<ul style="list-style-type: none"> Link sounds to letters (including diagraphs), writing the letters of the alphabet. Use phonic knowledge to write CVC words. Begins to break the flow of speech into words. Begin to write simple captions. Write at least 3-5 red words. <p>Begin to read own writing aloud</p>	<ul style="list-style-type: none"> Use phonic knowledge to write CVCC/CCVC words. Write simple captions and begin to use finger spaces and punctuation. Write at least 8-10 red words. Read own writing aloud and begin to check it makes sense. 	<ul style="list-style-type: none"> Write simple sentences. Use capital letters, finger spaces and punctuation. Write at least 15 red words. Uses vocabulary and forms of speech that is increasingly influenced by their experiences of books in their own writing. Read own writing aloud confidently and check it makes sense, making necessary corrections. 	<ul style="list-style-type: none"> Use phonic knowledge to write longer words and sentences using some simple connectives such as because/and. Write at least 20 red words. Use key features of narrative in their own writing. Identify different purposes for writing.
<p>Maths NUMBER</p>	<p>Numbers to 5</p> <ul style="list-style-type: none"> Recite numbers to 10 forwards and backwards Count to 5 reliably (including value/language of one penny, actions, objects that cannot be moved and irregular arrangements) Count to 5 from a larger group Recognise numbers 0 to 5 Match numerals 0-5 to quantity Write numbers 0-5 Order 0-5 from decreasing to 	<p>Numbers to 10</p> <ul style="list-style-type: none"> Recite numbers to 20 forwards and backwards Count to 10 reliably (including value/language of one penny, actions, objects that cannot be moved and irregular arrangements) Recognise how maths tools such as a ten frame can help us count reliably to 10 Count to 10 from a larger group Recognise numbers 0 to 10 Match numerals 0-10 to 	<p>Numbers to 15</p> <ul style="list-style-type: none"> Recite numbers to 30 forwards and backwards Count to 15 reliably (including value/language of one penny, actions, objects that cannot be moved and irregular arrangements) Recognise how maths tools such as a hundred square can help us count reliably to 15 Count to 15 from a larger group Recognise numbers 	<p>Numbers to 20</p> <ul style="list-style-type: none"> Count by 2's to 20 Count to 20 reliably (including value of one penny, actions, objects that cannot be moved and irregular arrangements) Recognise how maths tools such as a hundred square can help us count reliably to 20 Count to 20 from a larger group Recognise numbers 0 to 20 Match numerals 0-20 to quantity 	<p>Grouping and Sharing</p> <ul style="list-style-type: none"> Count by 5's (to 30) and 10's (to 100) Count objects to 20 in 2's and explore concept of pairs Notice pattern in numbers when counting in 2's Counting groups of the same number and adding total (explore in depth such as that 3 groups of 4 is the same as 3 groups of 4) Recognise that counting repeated groups can be represented as an addition equation. 	<p>Solve problems involving addition (including repeated addition, adding 3 groups and doubling), subtraction and sharing (including halving)</p>

	<p>increasing, from increasing to decreasing and subsets</p> <ul style="list-style-type: none"> Recognise that a numeral can be represented in different ways (fingers i.e. 5 fingers on one hand or 2 fingers on one and 3 on the other, dice, pictures, objects, ten frame etc.) Identifies one more and one less with numbers up to 5 Compare two quantities/numbers up to 5 Begin to subsidise and notice numbers within numbers or subgroups Notice that amount increases as more are added and amount decreases when some are taken away Estimate with numbers to 5 Knows ordinal numbers 1st-5th 	<p>quantity</p> <ul style="list-style-type: none"> Write numbers 0-10 Order 0-10 from decreasing to increasing, from increasing to decreasing and subsets Recognise that a numeral can be represented in different ways (fingers, dice, pictures, objects, ten frame etc.) Zero the hero in number 10 Identifies one more and one less with numbers up to 10 Compare two quantities/numbers up to 10 Subsidise and notice numbers within numbers or subgroups (whole, part/part) Relate addition to adding and subtraction to taking away and begin to use relevant vocabulary Estimate with numbers to 10 Knows ordinal numbers 1st-10th 	<p>0 to 15</p> <ul style="list-style-type: none"> Match numerals 0-15 to quantity Write numbers 0-15 Order 0-15 from decreasing to increasing, from increasing to decreasing and subsets Recognise that a numeral can be represented in different ways (fingers, dice, pictures, objects, ten frame etc.) Begin to understand place value in numbers to 15 (i.e. 1 full ten frame and 5 ones) Identifies one more and one less with numbers up to 15 Compare two quantities/numbers up to 15 Read and solve addition and subtraction equations using a range of strategies/tools (objects, pictures, ten frames, number line, counting on/back etc.) 	<ul style="list-style-type: none"> Write numbers 0-20 Order 0-20 from decreasing to increasing, from increasing to decreasing and subsets Recognise that a numeral can be represented in different ways (fingers, dice, pictures, objects, ten frame etc.) Begin to understand place value in numbers to 20 (i.e. 2 full ten frames and 0 ones) Identifies one more and one less with numbers up to 20 Compare two quantities/numbers up to 20 Arrange and solve addition and subtraction equations using a range of strategies/tools (objects, pictures, ten frames, number line, counting on/back etc.) Know that the order of numbers matter in a subtraction 	<ul style="list-style-type: none"> Sharing objects into equal groups Double a number up to 10 Halve numbers up to 20 Recognise connection between doubling and halving 	
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<p>Maths SHAPE, SPACE AND MEASURES</p>	<ul style="list-style-type: none"> • Name 2d shapes • Describe, complete and recreate simple patterns • Describe and order two or three items by size, length and height • 	<ul style="list-style-type: none"> • Describe 2d shapes • Use everyday language to describe position and distance (i.e. behind, under, far, near) • Describe and order two or three items by weight and capacity (explore in depth such as is the smallest object always the lightest or the longest object always the heaviest) 	<ul style="list-style-type: none"> • Name and describe 3d shapes • Recognise, describe and create patterns • Compare and solve simple problems involving position and distance 	<ul style="list-style-type: none"> • Explore characteristics of shapes and use mathematical vocabulary to describe and sort them • Measure short periods of time in simple ways • Tell time to the o'clock • Order and sequence familiar events • Use everyday language to talk about time 	<ul style="list-style-type: none"> • Estimate and measure length, height, weight and distance in non-standard units • Explore using standard units to measure length, height and weight • Compare and solve simple problems involving length, height and weight 	<ul style="list-style-type: none"> • Estimate and measure length, height, weight and capacity in non-standard units • Explore using standard units to measure length, height, weight and capacity • Compare and solve simple problems involving time and capacity <p>Number Sense in Money</p> <ul style="list-style-type: none"> • Use everyday language to talk about money • Explore appearance and begin to identify coins and pounds • Recognise and compare that coins and pounds have different values (i.e. £1 is equal to 100 1p coins, 20p is equal to 20 1p coins) • Explore different combinations of 5p and 10p • Give change with numbers up to 10p

<p>Understanding the World PEOPLE AND COMMUNITIES <i>(including Religious Education)</i></p>	<ul style="list-style-type: none"> • Talk about and identify immediate family. • Talk about own likes and dislikes. • Begin to talk about things that have happened and are happening in own life. • Begin to appreciate that others may have differing likes and dislikes. • Recognise that people are different and unique. • <i>R.E. question: What makes people special?</i> 	<ul style="list-style-type: none"> • Talk about own customs and traditions. • Begin to understand they are part of a family and school community. • Begin to understand and be respectful of others' traditions, customs and families. • <i>R.E. question: How do people celebrate?</i> <p><i>R.E. question: What is religion? Why should we learn about other religions? How do we respect other religions?</i></p>	<ul style="list-style-type: none"> • Show sensitivity to likes and dislikes of others. • Identify own strengths (what they are good at). • Understand that other children may have different strengths (be good at other things). • <i>R.E. question: What do we learn from stories?</i> 	<ul style="list-style-type: none"> • Show sensitivity to likes and dislikes of others. <p><i>R.E. question: What makes people special?</i></p> <p><i>R.E. question: What do we learn from stories?</i></p> <p><i>R.E. question: What makes places special?</i></p>	<ul style="list-style-type: none"> • Talk about things that have happened and are happening in own life. • Understand and appreciate that others may have differing likes and dislikes. <p><i>R.E. question: What do we learn from stories?</i></p>	<ul style="list-style-type: none"> • Talk about things that have happened in the lives of their family members and understand why people's lives were different in the past. • Understand that there are similarities and differences between themselves and others families, customs and traditions and why it's important to treat everyone with respect. • <i>R.E. question: How can we look after the world?</i> • <i>RE:How can we look after the animals?</i>
<p>Understanding the World THE WORLD</p>	<ul style="list-style-type: none"> • Describe different features of their environment. • Look closely at similarities, differences, patterns and change. • Begin to describe how living things change (plants, flowers, humans, animals etc.) • Look closely at similarities, differences, patterns 	<ul style="list-style-type: none"> • Talk about immediate environment and how they can care for it. • Observe and show interest in scientific processes and talk about why things happen and how things work. 	<ul style="list-style-type: none"> • Describe different objects and living things. • Talk about immediate environment and how they can care for it. 	<ul style="list-style-type: none"> • Begin to make links and compare different materials, objects, living things, patterns, environments and places. • Look closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> • Describe and compare different materials, objects, living things, patterns, environments and places. 	<ul style="list-style-type: none"> • Identify different materials, objects and living things. • Identify and name immediate environment. • Identify and name some plants and animals. • Show care and concern for plants and living things. • Begin to describe how living things change

	and change.					(plants, flowers, humans, animals etc.) <ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change.
Understanding the World TECHNOLOGY	<ul style="list-style-type: none"> Use technology in class and at home. Begin to identify and name technology. 	<ul style="list-style-type: none"> Use technology in class and at home. Begin to identify and name technology. Begin to discuss uses of technology. Find out about and experiment with different technology. <p>Complete a program or app when using technology.</p>	<ul style="list-style-type: none"> Starting to use technology to support learning. Identify the range of technology used in school and home. Understand how to stay safe when using or playing on the Internet. Use technology to support their learning. 	<ul style="list-style-type: none"> Use technology to support their learning. Understand that there are different types of technologies in other places (i.e. supermarket, doctor's office, space rocket etc.). 	<ul style="list-style-type: none"> Use technology to support their learning. Select technology that will help them with a certain task/plan. Understand how technology can be used for different purposes (including to help learn new information). 	<ul style="list-style-type: none"> Understand how technology can be used for different purposes (including to help learn new information). Discuss why they chose specific technologies to achieve task/plan.
Expressive Arts and Design EXPLORING AND USING MEDIA AND MATERIALS scheme)	<ul style="list-style-type: none"> Identify colours. Mix colours. Use colours for a purpose. Use shape and line to represent objects. Draw and paint (including printing) using a range of tools (oil pastels, pencils, felt-tips, charcoal, chalk), paints and watercolours. Attempt to create artwork inspired by work of artists. 	<ul style="list-style-type: none"> Explore colour and its connection to feelings. Use different types of lines and shapes to represent objects. Collage and model using different types of glue/sticky tape and materials. Experiment with various textures (including how to use/create with dough). Attempt to create artwork inspired by work of artists. 	<ul style="list-style-type: none"> Create models using junk modelling, paper sculptures and combining other media. Teach how to use split pins, hole punchers, and string to join. Create artwork inspired by work of stories. Sing a repertoire of songs (9) with intonation and projection. Name a range of 	<ul style="list-style-type: none"> Create models using junk modelling, paper sculptures and combining other media. Teach how to use paper clips, rubber bands and treasury tags to join. Create artwork inspired by work of artists. Use artwork/music to show how it makes us feel. Continue to build a repertoire of songs 	<ul style="list-style-type: none"> Combine different materials (clay, play dough, art, DT, construction toys) and techniques (colour, pattern, texture, line, shape, form, space) to create for a purpose. Create artwork inspired by work of artists, adding their own interests. Use a range of instruments including technology to play along to a song, 	<ul style="list-style-type: none"> Design for different purposes to represent own ideas, thoughts, feelings and purposes. Use design techniques in own artwork inspired by work of artists. Identify and create different types of artwork (painting, model, sculpture, collage etc.) Use their singing voice and a range of instruments with

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	<ul style="list-style-type: none"> • Begin to build a repertoire of songs (3). • Copy a repeated rhythm using bodies. 	<ul style="list-style-type: none"> • Sing a repertoire of songs (6) in time and in tune. • Name a few musical instruments. • Build a repertoire of dances (3). 	<p>musical instruments.</p> <ul style="list-style-type: none"> • Listen to how instruments sound in high quality music. 	<p>(12) and sing with some expression.</p> <ul style="list-style-type: none"> • Explore changing sounds with a range of instruments (including making and using own instruments). • Explore music and how it makes us feel. • Explore dance moves to various types of music. 	<p>rhyme or chant.</p> <ul style="list-style-type: none"> • Identify instruments in high quality music. 	<p>expression to sing (15-20 songs) and play along to a range of songs, rhymes and chants.</p> <ul style="list-style-type: none"> • Experiment with different ways of moving to music (including creating own dances).
Expressive Arts and Design BEING IMAGINATIVE	<ul style="list-style-type: none"> • Play alongside others in the same theme. 	<ul style="list-style-type: none"> • Introduce a storyline/narrative into their play by creating simple representations of people, events and objects i.e. begin to change their voice, use gestures/expression. 	<ul style="list-style-type: none"> • Play cooperatively as part of a group to act out a narrative. 	<ul style="list-style-type: none"> • Use voice, feeling, movement, gestures and facial expressions in their play to develop a narrative. • Use own creations to help develop role-play. • 	<ul style="list-style-type: none"> • Use voice, feeling, movement, gestures and facial expressions in their play to develop a narrative. • Talk about the ideas, processes and features in own creations. 	<ul style="list-style-type: none"> • Talk about the ideas, processes and features in own creations and others. • Recognise the differences between own and others creations, commenting on strengths and next steps to improve creation.
SMSC	<p><i>Whole school SMSC theme: One Love</i> All the things that makes us special:</p> <ul style="list-style-type: none"> • Country we are from • Languages we speak • Religions we believe in • Foods we like to eat • Our customs and traditions • Flags from different 	<p><i>Whole school SMSC theme: Brain Power</i></p> <ul style="list-style-type: none"> • Understanding our school values • How our brain works 	<p><i>Whole school SMSC theme: Wonders and Aspirations</i></p> <ul style="list-style-type: none"> • Fairytales and fables from other countries • Setting goals and dreams for ourselves • 	<ul style="list-style-type: none"> • Googlemaps/Internet to look at other countries • Understanding the importance of collaboration and including everyone in our learning • 	<p><i>Fairytales and fables from other countries</i> <i>Responsibilities</i></p> <ul style="list-style-type: none"> • Looking after our animals and our world (endangered animals, loss of forests) <p><i>Safely</i></p> <ul style="list-style-type: none"> • About famine and drought, why some countries don't have drinking water or food. • why body hygiene is 	<p><i>Responsibilities</i></p> <ul style="list-style-type: none"> • Looking after our animals and our world (endangered animals, loss of forests) <p><i>Safely</i></p> <ul style="list-style-type: none"> • About famine and drought, why some countries don't have drinking water or food. • why body hygiene is

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	<p>countries</p> <ul style="list-style-type: none">• What makes a family and a community?					<p>important</p> <ul style="list-style-type: none">• how food plays a role in celebrations and festivals• about our favourite family recipes
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