



## Characteristics of Effective Learning

**Playing and exploring:** Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

## Overarching Principles

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.

## Communication and Language

### Statutory Framework for the Early Years Foundation Stage

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures

### Early Learning Goals

#### Listening, Attention and Understanding

Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### Speaking

Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Communication and Language

<b>At MLS we are learning to . . .</b>	Think about what we want to say; Retell a story or event; Say new sounds, words, phrases & sentences; Talk to others & respond to what they say; Use our imaginations; Talk about what? When? Why? Who? Where?; Understand how things work; Understand what others say & mean; Understand what others do & the reasons why; Talk about everything; Describe people, places & objects; Listen & respond; Take turns & share; Understand & follow instructions.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Let's Celebrate</b>		<b>Let's Explore</b>		<b>What a Wonderful World</b>	
<b>Along with our interests our learning may include . . .</b>	<ul style="list-style-type: none"> <li>• Remembering our experience - During small group or one to one discussion, ask questions to find out more and understand what has been said to them</li> <li>• Me and my family</li> <li>• People who help us – who's who?</li> <li>• Building relationships</li> <li>• How are we the same / different?</li> <li>• Understanding our School Values</li> <li>• Understanding and talking about our emotions</li> <li>• Listen carefully in a range of situations and is aware of the importance of listening</li> <li>• Harvest time - Articulate their ideas and thoughts in well-formed sentences and describe events using some detail</li> <li>• Develop storylines in their pretend play</li> <li>• Fact and fiction - Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>• Rhyming &amp; alliteration stories and poems</li> <li>• Sharing stories and facts</li> <li>• Developing vocabulary - use of story language</li> <li>• Listening and responding to stories</li> <li>• Following instructions</li> <li>• Spring time</li> <li>• Who's who? Story book characters</li> <li>• Weather forecasters</li> <li>• Wildlife explorers</li> <li>• Retelling familiar stories</li> <li>• Using story language</li> <li>• Asking how and why questions</li> <li>• Taking part in discussions</li> <li>• Tell me a story - Listen to and talk about selected fiction/non-fiction books to develop a deep familiarity with new knowledge and vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>• Retelling a story using story language</li> <li>• Describing events in detail – time connectives</li> <li>• Sustained focus when listening to a story</li> <li>• Express and reflect their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• All around the world – stories from around the world - Listen to and talk about selected fiction and nonfiction books to develop a deep familiarity with new knowledge and vocabulary</li> </ul>	
<b>Spoken Language Years 1-6</b>  <b>Year 1 National Curriculum</b>	Pupils should be taught to: ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication. Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.					

## Personal, Social and Emotional Development

<p><b>Statutory Framework for the Early Years Foundation Stage</b></p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>
<p><b>Early Learning Goals</b></p>	<p><b>Self-Regulation</b>  Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self</b>  Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p><b>Building Relationships</b>  Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.</p>
<p><b>At MLS we are learning to . . .</b></p>	<p>Express ourselves; Manage our emotions; Make the right choices; Understand consequences; Be proud of our achievements; Live in the moment – Be mindful; Get to know each other; Our likes &amp; dislikes; Have a positive mind; Understand our feelings.</p>

## Personal, Social and Emotional Development

Along with our interests our learning may include...	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Let's Celebrate</b>		<b>Let's Explore</b>		<b>What a Wonderful World</b>	
	<ul style="list-style-type: none"> <li>• Understanding, talking about and using our School Values</li> <li>• Find a friend - Play cooperatively with others and take turns</li> <li>• Games - Play cooperatively with others and take turns</li> <li>• Get dressed - Look after basic hygiene and personal needs and talks about the importance of good oral health</li> <li>• Someone special - All families are unique, some things we do are similar and some are different</li> <li>• Sharing is caring - It is important to share resources and take turns in order to get on with others</li> <li>• Some feelings make them feel good and some not so good. It is important to be able to indicate feelings</li> <li>• Know which adults look after them and who to tell if they feel worried or scared</li> </ul>		<ul style="list-style-type: none"> <li>• Parachute games - Understand that they must wait for their turn to use equipment or take part in activities</li> <li>• See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests</li> <li>• Everyone is different and special. There might be things that make them similar to or different from others, including their appearance or things that they like to do</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Select vocabulary and pictures to express their feelings and consider the feelings of others</li> </ul>		<ul style="list-style-type: none"> <li>• People around the world - work and play cooperatively and take turns with others.</li> <li>• Safe in the sun - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Moving on - Know which adults look after them and who to tell if they feel worried or scared</li> <li>• Taking part – winning and losing</li> </ul>	

## Personal, Social and Emotional Development

### At MLS we follow the Twinkl Life PSHE scheme for Year 1

H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) H6. the importance of, and how to, maintain personal hygiene H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading H9. about growing and changing and new opportunities and responsibilities that increasing independence might bring. H11. that household products, including medicines, can be harmful if not used properly H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets R1. to communicate their feelings to others, to recognise how others show feelings and how to respond R2. to recognise that their behaviour can affect other people R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) R7. to offer constructive support and feedback to others. R8. to identify and respect the differences and similarities between people R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

L1. how they can contribute to the life of the classroom and school L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) L4. that they belong to different groups and communities such as family and school L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices L8. ways in which they are all unique; understand that there has never been and will never be another 'them' L9. ways in which we are the same as all other people; what we have in common with everyone else

## Physical Development

<p><b>Statutory Framework for the Early Years Foundation Stage</b></p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>
<p><b>Early Learning Goals</b></p>	<p><b>Physical Development Gross Motor Skills</b>            Children at the expected level of development will: 11 - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor Skills</b>            Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>
<p><b>At MLS we are learning to . . .</b></p>	<p>Talk about our needs; Understand what being healthy means; Form letters &amp; numbers; Dress &amp; undress ourselves; How to look after ourselves; Go to the toilet by ourselves; Feed ourselves &amp; use a knife &amp; fork; Why it is important to wash our hands; Be active; Understand how our bodies move &amp; work; Move in different ways; Handle tools &amp; objects with control; Take risks &amp; understand how to keep safe; Hold a pencil.</p>

## Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Let's Celebrate</b>		<b>Let's Explore</b>		<b>What a Wonderful World</b>	
<b>Along with our interests our learning may include...</b>	<p>Mark making - select appropriate tools and media to draw with; Cut, tear, fold and stick a range of papers and fabrics; Circles and spirals, diagonal lines; Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly; Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control; Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength; Develop threading skills; Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools; Choose and explore appropriate tools for simple practical tasks; Tearing, cutting and sticking; Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music; Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire; Begin to show accuracy and care when drawing; Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>					
<b>Get Set 4 PE Scheme</b>	<p><b>Spatial Awareness</b>  <u>Physical:</u> moving safely; running; jumping; throwing; catching; following a path; rolling  <u>Social:</u> sharing; leadership; taking turns; encouraging &amp; supporting others; responsibility  <u>Emotional:</u> perseverance; confidence; honesty; fair play  <u>Thinking:</u> decision making; selecting and applying actions; understanding rules</p>	<p><b>Ball Skills</b>  <u>Physical:</u> rolling, stopping, bouncing a ball; throwing ball at a target; dribbling ball with feet; kicking  <u>Social:</u> co-operation; supporting others  <u>Emotional:</u> honesty; perseverance; determination  <u>Thinking:</u> using tactics; decision making</p>	<p><b>Dance</b>  <u>Physical:</u> copying &amp; performing actions; coordination; travelling; balance  <u>Social:</u> respect; cooperating with others  <u>Emotional:</u> working independently; confidence  <u>Thinking:</u> counting, observing &amp; providing feedback; selecting &amp; applying actions</p>	<p><b>Fundamentals</b>  <u>Physical:</u> balancing; running; jumping; changing direction; hopping; travelling  <u>Social:</u> working safely; responsibility; helping others  <u>Emotional:</u> honesty; challenging myself; determination  <u>Thinking:</u> decision making; selecting and applying actions; using tactics</p>	<p><b>Games</b>  <u>Physical:</u> running; balancing; changing direction; striking a ball  <u>Social:</u> communication; cooperation; taking turns; supporting &amp; encouraging others  <u>Emotional:</u> honesty &amp; fair play; managing emotions  <u>Thinking:</u> using tactics; decision making</p>	
<b>National Curriculum KS1 Physical Education</b>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ♣ participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns.</p>					



## Literacy

<p><b>Statutory Framework for the Early Years Foundation Stage</b></p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>
<p><b>Early Learning Goals</b></p>	<p><b>Comprehension</b>            Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>Word Reading</b>            Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing</b>            Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>
<p><b>At MLS we are learning to . . .</b></p> <p><i>Also refer to MLS RWI planning</i></p> <p><i>Through daily RWI sessions, literacy focus tasks, child initiated learning, writing area activities / opportunities, 1:1 reading sessions, story time sessions</i></p>	<p><b>We are learning to:</b> Write words; Write simple sentences; Write lists, stories, poems, letters &amp; lots more!; Read what we have written; Write about everything; Segment sounds; How to write letters of the alphabet; Talk about the marks we've made; Be proud of our wonderful writing; Write our names; Write letters; Explore rhyme &amp; rhythm; That information is all around us; Read, write &amp; say our set 1 sounds; Read, write &amp; say our set 2 sounds; Blend sounds; Fred talk; Act out &amp; tell our own stories; Talk about what we have read; Talk about characters, events &amp; settings; Talk about what happens next; Talk about our favourite stories; Understand rhyme &amp; rhythm</p>

## Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Let's Celebrate</b>		<b>Let's Explore</b>		<b>What a Wonderful World</b>	
	<ul style="list-style-type: none"> <li>Teach Set 1 Sounds: m a s d t i n p g o c k u b f e l h r j v w x y</li> <li>Teach oral blending skills</li> <li>Teach children to recognise their name.</li> <li>Hear and say initial /middle/end sound</li> <li>Use pictures to tell a story</li> <li>Sequence familiar stories</li> <li>Independently look at a book, holding them the correct way and turning the pages</li> <li>Form letters and words from environmental print/teacher sessions</li> <li>Children learn to recite the story using story language</li> <li>Children learn to adapt a story and make it their own</li> <li>Learning how to form letters</li> <li>Writing letters of our names</li> </ul>	<ul style="list-style-type: none"> <li>Set 1 single sounds and Special Friends: sh th ch qu ng nk</li> <li>Teach children to blend using single letter alphabet sounds</li> <li>Actively engage in story times</li> <li>Retell familiar stories and make up stories of their own based on ones read in class</li> <li>Begin to form lowercase letters correctly</li> <li>Write letters with spaces in between to resemble words and tell you what I have written</li> <li>Hear and write the first sound in words</li> <li>Hear and write the final sounds in words</li> <li>Understand stories that are being read to them</li> </ul>	<ul style="list-style-type: none"> <li>Set 1 sounds and Set 2 sounds when ready</li> <li>Blending of CVC words containing using single letter alphabet sounds</li> <li>Begin to introduce the 'red' words: I, of, my, to, the, no</li> <li>Use the correct letter formation in their writing</li> <li>Hear and write all of the sounds in a CVC word</li> <li>Rehearse what I want to write verbally.</li> <li>Write short captions and sentences made of CVC words using known graphemes</li> <li>Leave finger spaces between the words in sentences/captions</li> <li>Write instructions</li> <li>Make predictions based on stories read and stories that we listen to</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate Set 1 sounds</li> <li>Teach Set 2 sounds ay ee igh ow oo ar or air ir ou oy</li> <li>Re-read what they have written to check that it makes sense.</li> <li>Begin to write sentences using finger spaces</li> <li>Spell some taught 'red' words correctly</li> <li>Children learn to use their phonics to write a simple refrain from a story, e.g. I will huff and I will puff</li> <li>Begin to write sentences using finger spaces and full stops</li> <li>Information texts</li> <li>Spell words using taught sounds</li> <li>Spell some taught 'red' words correctly</li> <li>Retell a story</li> <li>Talk about the characters in the books that they are reading</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate Set 1 sounds</li> <li>Teach Set 2 sounds</li> <li>Teach blending of words containing consonant blends</li> <li>Spell some 'red' tricky words correctly when writing them in captions/sentences</li> <li>Use a capital letter and full stop in my sentences</li> <li>Use a capital letter at the beginning of my sentences</li> <li>Form my letters correctly</li> <li>Be able to read my writing and for it to be able to be read by others</li> <li>Have a discussion about what I have read</li> <li>Begin to write longer words which are phonetically plausible</li> <li>Answer questions about what they have read</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate Set 1 and Set 2 sounds</li> <li>Teach reading of words containing set 2 sounds</li> <li>Build speed of reading words containing set 1 sounds</li> <li>Form lower case letters and capital letters correctly</li> <li>Write sentences using a capital letter, full stops and finger spaces</li> <li>Read their work back to check it makes sense</li> <li>Use vocabulary in my writing that has been influenced by what I have read</li> <li>Continue to retell familiar stories and make up stories of their own</li> <li>Introduce lead in lines and flicks in preparation for Year 1</li> </ul>

## Literacy

- Giving meanings to marks
- Body parts names
- Names of family members
- Colour names

- Write their names
- Use correct letter formation of some of the taught letters
- Begin to write CVC words using taught sounds
- Begin to write words, labels and captions using taught sounds
- Begin to answer questions about the stories read to them

- Form many lower case letters correctly
- Understand that sentences start with a capital letter and end with a full stop
- Spell words using taught sounds
- Predict what might happen in a story
- suggest how a story might end

- Children learn to adapt a story and make it their own
- Stories from a range of cultures
- Stories with predictable and patterned language

- Use vocabulary that is influenced by their experience of books
- Pattern and rhyme
- Poems

- Write an extended piece of writing based on a familiar /traditional tale

## Literacy

### Word Reading Year 1

Pupils should be taught to: ♣ apply phonic knowledge and skills as the route to decode words ♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ♣ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ♣ read other words of more than one syllable that contain taught GPCs ♣ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ♣ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ♣ re-read these books to build up their fluency and confidence in word reading.

### Reading Comprehension Year 1

Pupils should be taught to: ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ♣ being encouraged to link what they read or hear read to their own experiences ♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ♣ recognising and joining in with predictable phrases ♣ learning to appreciate rhymes and poems, and to recite some by heart ♣ discussing word meanings, linking new meanings to those already known ♣ understand both the books they can already read accurately and fluently and those they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ discussing the significance of the title and events ♣ making inferences on the basis of what is being said and done ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about what is read to them, taking turns and listening to what others say ♣ explain clearly their understanding of what is read to them.

### Writing Transcription Year 1

Pupils should be taught to: ♣ spell: ♣ words containing each of the 40+ phonemes already taught ♣ common exception words ♣ the days of the week ♣ name the letters of the alphabet: ♣ naming the letters of the alphabet in order ♣ using letter names to distinguish between alternative spellings of the same sound ♣ add prefixes and suffixes: ♣ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ♣ using the prefix un- ♣ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ♣ apply simple spelling rules and guidance, as listed in English Appendix 1 ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### Handwriting Year 1

Pupils should be taught to: ♣ sit correctly at a table, holding a pencil comfortably and correctly ♣ begin to form lower-case letters in the correct direction, starting and finishing in the right place ♣ form capital letters ♣ form digits 0-9 ♣ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

### Writing composition Year 1 Writing vocabulary, grammar and punctuation Year 1

Pupils should be taught to: ♣ write sentences by: ♣ saying out loud what they are going to write about ♣ composing a sentence orally before writing it ♣ sequencing sentences to form short narratives ♣ re-reading what they have written to check that it makes sense ♣ discuss what they have written with the teacher or other pupils ♣ read aloud their writing clearly enough to be heard by their peers and the teacher.

Pupils should be taught to: ♣ develop their understanding of the concepts set out in English Appendix 2 by: ♣ leaving spaces between words ♣ joining words and joining clauses using and ♣ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ♣ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ♣ learning the grammar for year 1 in English Appendix 2 ♣ use the grammatical terminology in English Appendix 2 in discussing their writing.

## Mathematics

### Statutory Framework for the Early Years Foundation Stage

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### Early Learning Goals

#### Mathematics Number

Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

#### Numerical Patterns

Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

## Mathematics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>White Rose Maths Scheme</b>	<b>Let's Celebrate</b>		<b>Let's Explore</b>		<b>What a Wonderful World</b>	
	<b>Just Like Me!</b> <ul style="list-style-type: none"> <li>Match &amp; sort</li> <li>Compare amounts</li> <li>Compare size, mass &amp; capacity</li> <li>Exploring pattern</li> </ul>	<b>It's Me 1, 2, 3!</b> <ul style="list-style-type: none"> <li>Representing/ comparing &amp; composition of 1, 2, 3</li> <li>Circles &amp; triangles</li> <li>Positional language</li> </ul> <b>Light &amp; Dark</b> <ul style="list-style-type: none"> <li>Representing numbers to 5</li> <li>One more one less</li> <li>Shapes with four sides</li> <li>Time</li> </ul>	<b>Alive in five!</b> <ul style="list-style-type: none"> <li>Introducing zero</li> <li>Comparing numbers to 5</li> <li>Composition of 4 &amp; 5</li> <li>Compare mass</li> <li>Compare capacity</li> </ul> <b>Growing 6, 7, 8</b> <ul style="list-style-type: none"> <li>6, 7 &amp; 8</li> <li>Making pairs</li> <li>Combining 2 groups</li> <li>Length &amp; height</li> <li>Time</li> </ul>	<b>Building 9 &amp; 10</b> <ul style="list-style-type: none"> <li>9 &amp; 10</li> <li>Comparing numbers to 10</li> <li>Bonds to 10</li> <li>3d shape</li> <li>Pattern</li> </ul> <b>Consolidation</b>	<b>To 20 &amp; beyond</b> <ul style="list-style-type: none"> <li>Building numbers beyond 10</li> <li>Counting patterns beyond 10</li> <li>Spatial reasoning</li> <li>Match, rotate, manipulate</li> </ul> <b>First then now</b> <ul style="list-style-type: none"> <li>Adding more then taking away</li> <li>Spatial reasoning</li> <li>Compose then decompose</li> </ul>	<b>Find my pattern</b> <ul style="list-style-type: none"> <li>Doubling</li> <li>Sharing &amp; grouping</li> <li>Even &amp; odd</li> <li>Spatial reasoning</li> <li>Visualise &amp; build</li> </ul> <b>On the move</b> <ul style="list-style-type: none"> <li>Deepening understanding</li> <li>Patterns &amp; relationships</li> <li>Spatial reasoning</li> <li>Mapping</li> </ul>

<b>National Curriculum Year 1 Mathematics</b>	<p>Pupils should be taught to:</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 ♣ read and write numbers from 1 to 20 in numerals and words. ♣ read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs ♣ represent and use number bonds and related subtraction facts within 20 ♣ add and subtract one-digit and two-digit numbers to 20, including zero ♣ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</p> <p>♣ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher ♣ recognise, find and name a half as one of two equal parts of an object, shape or quantity ♣ recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. ♣ compare, describe and solve practical problems for: ♣ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ♣ mass/weight [for example, heavy/light, heavier than, lighter than] ♣ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ♣ time [for example, quicker, slower, earlier, later] ♣ measure and begin to record the following: ♣ lengths and heights ♣ mass/weight ♣ capacity and volume ♣ time (hours, minutes, seconds) ♣ recognise and know the value of different denominations of coins and notes ♣ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] ♣ recognise and use language relating to dates, including days of the week, weeks, months and years ♣ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>♣ recognise and name common 2-D and 3-D shapes, including: ♣ 2-D shapes [for example, rectangles (including squares), circles and triangles] ♣ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p> <p>Pupils should be taught to: ♣ describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>
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## Understanding the World

<p><b>Statutory Framework for the Early Years Foundation Stage</b></p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>
<p><b>Early Learning Goals</b></p>	<p><b>Understanding the World Past and Present</b>            Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> <p><b>People Culture and Communities</b>            Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>The Natural World</b>            Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p><b>At MLS we are learning to . . .</b></p>	<p>Talk about people &amp; the things they do; Talk about our own life stories; Talk about the past &amp; what’s happening now; Talk about special people, places &amp; events; Understand &amp; talk about differences &amp; similarities; Talk about our likes &amp; dislikes; Talk about the natural world; Talk about the man-made world; Operate equipment; Use an iPad, laptop &amp; access the internet; Be safe online; Follow instructions to make something work; Explore everything; Talk about the world around us; Talk about why things happen; Talk about how things work; Understand &amp; talk about change; Look after our world.</p>

## Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Along with our interests our learning may include...</b>	<b>Let's Celebrate</b>		<b>Let's Explore</b>		<b>What a Wonderful World</b>	
	<ul style="list-style-type: none"> <li>• Exploring our school community</li> <li>• Me and my family – change/growth</li> <li>• Different occupations</li> <li>• Maps - local environment</li> <li>• Looking after their environment</li> <li>• Seasons – change</li> <li>• Explore natural world – observe/identify/ record</li> <li>• Similarities and differences between people in different communities and groups from around the world</li> <li>• Bonfire Night</li> <li>• Christmas around the world</li> <li>• Festival of light (Diwali &amp; Hanukah)</li> <li>• Recycling</li> <li>• Looking after our environment</li> <li>• Squirrels</li> <li>• Interfaith</li> </ul>		<ul style="list-style-type: none"> <li>• Chinese New year</li> <li>• Easter</li> <li>• Seasons – weather - record observations about the way the local environment changes throughout each season</li> <li>• Rain - Is it waterproof?</li> <li>• Prisms - Natural phenomena include weather, shadows, rainbows, clouds, wind, flooding and waves</li> <li>• Observe and describe living things and their habitats within the local environment</li> <li>• Name and group plants and trees according to their observable features</li> <li>• Minibeasts – lifecycles</li> <li>• Plants/growth – sunflowers</li> <li>• Eco gardeners - Describe some ways that plants or animals should be cared for in order for them to survive</li> <li>• Observe and describe living things and their habitats within the local environment</li> </ul>		<ul style="list-style-type: none"> <li>• Different places around the world, including oceans and seas</li> <li>• Globes and maps</li> <li>• Our Global community - similarities and differences between people in different communities and groups from around the world</li> <li>• Journeys</li> <li>• Transport</li> <li>• Weather/climate around the world</li> <li>• Animals around the world</li> <li>• Memories - similarities and differences between things in the past and now</li> <li>• A year in Reception – moving on</li> <li>• Growing up! - changes as they have grown from being a baby</li> </ul>	



## Understanding the World

### National Curriculum History KS1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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 should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about: ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ♣ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] ♣ significant historical events, people and places in their own locality.

### Geography KS1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: Locational knowledge ♣ name and locate the world's seven continents and five oceans ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge ♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography ♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ♣ use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork ♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3 ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ♣ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### Science Year 1 programme of study

Plants: Pupils should be taught to: ♣ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ♣ identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals including humans: Pupils should be taught to: ♣ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ♣ identify and name a variety of common animals that are carnivores, herbivores and omnivores

Everyday materials: Pupils should be taught to: ♣ distinguish between an object and the material from which it is made ♣ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ♣ describe the simple physical properties of a variety of everyday materials ♣ compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal changes: Pupils should be taught to: ♣ observe changes across the four seasons ♣ observe and describe weather associated with the seasons and how day length varies.

## Expressive Arts and Design

<b>Statutory Framework for the Early Years Foundation Stage</b>	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.
<b>Early Learning Goals</b>	<b>Creating with Materials</b> Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <b>Being Imaginative and Expressive</b> Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
<b>At MLS we are learning to . . .</b>	Create stories; Create together; Explore movement & dance; Talk about our creations; Talk about how we can improve something; Make believe; Express ourselves; Create sound, music & movement; Explore sound; Understand what tools are used for; Understand how to use tools; Explore colour; Explore pattern & shapes; Plan & create

## Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Let's Celebrate</b>		<b>Let's Explore</b>		<b>What a Wonderful World</b>	
<b>Along with our interests our learning may include...</b>	<ul style="list-style-type: none"> <li>• Self Portraits</li> <li>• Drawings of 'my family'</li> <li>• Leaf rubbings &amp; imprints</li> <li>• Hedgehog models</li> <li>• Artist: Andy Goldsworthy – patterns in nature (from Autumn walk)</li> <li>• Collage – Christmas cards, wreath making, Christmas decorations.</li> <li>• Copy-clap some rhythms of phrases from songs.</li> <li>• Explore high pitch and low pitch using the images from the songs</li> <li>• Perform to an audience</li> <li>• Artist – Kandinsky Exploring colour and shape</li> <li>• Explore long and short sounds on a variety of musical instruments.</li> <li>• Using colour for a purpose/mixing colours</li> <li>• Clay diva lamps</li> <li>• Story maps, props, puppets &amp; story bags to retell, invent and adapt stories</li> <li>• Role Play Party's and Celebrations/The Nativity</li> </ul>		<ul style="list-style-type: none"> <li>• Making lanterns, Chinese writing, puppet making, Chinese music and composition</li> <li>• Building bridges (constructing models using a range of materials)</li> <li>• Fantasy homes – building homes for fairy tale characters using junk modelling</li> <li>• Animal homes</li> <li>• Colour matching – using primary and other coloured paint and a range of methods to make different colours</li> <li>• Puddle painting (sharing creations and explaining techniques)</li> <li>• Transitional art (using natural materials and loose parts to make 2D and 3D art)</li> <li>• Flower art (Different types of line include thick, thin, straight, zigzag, curvy and dotted)</li> <li>• Graffiti art (using primary and other coloured paint and a range of methods of application).</li> <li>• Foamy paint (using primary and other coloured paint and a range of methods of application).</li> <li>• Drip painting</li> <li>• Find the pulse and show others your ideas.</li> <li>• Explore rhythm through play and create rhythms and suggest symbols to represent.</li> <li>• Recognise a different tempo.</li> <li>• Mother's Day crafts</li> <li>• Easter crafts</li> </ul>		<ul style="list-style-type: none"> <li>• Buildings around the world (construct simple structures and models using a range of materials).</li> <li>• Preparing and tasting food from around the world</li> <li>• Pattern time (Aboriginal art – discuss similarities and differences in their own work and other's work)</li> <li>• Making sun hats</li> <li>• Making many shades of colour</li> <li>• Sun art – using loose parts, create artwork of the sun</li> <li>• Making a summer fruit salad</li> <li>• Symmetrical patterns/ buildings</li> <li>• Mazes - Provide Lego or Duplo boards and bricks and marbles. Challenge the children to create a maze for the marble to move along</li> <li>• Building together</li> <li>• Perform to an audience.</li> <li>• Drawing plants and flowers</li> <li>• Learn a traditional African song and dance and perform it</li> <li>• Artist: Henri Matisse - The Snail (collage)</li> <li>• Colour mixing – underwater pictures</li> <li>• Comment and respond to recorded music from different traditions genres, styles and times. For eg: 'This music is makes me feel happy/sad</li> </ul>	

## Expressive Arts and Design

**National Curriculum KS1 Art and Design**

Pupils should be taught: ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Design and Technology**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to: Design ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria Technical knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

**Music**

Pupils should be taught to: ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.

*Additional themes/interests will be identified throughout the year*

Interests      Identified area for developing knowledge/skills/understanding      Expected/exceeding level of knowledge/skills/understanding

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/Interests	<ul style="list-style-type: none"> <li>• Baseline</li> <li>• Getting to know me</li> <li>• Settling in</li> <li>• All about me &amp; my family</li> <li>• Seasons – autumn</li> <li>• Christmas</li> <li>• Values – meaning of School Values &amp; application in everyday school life</li> <li>• The new King</li> </ul>	<ul style="list-style-type: none"> <li>• Bonfire night</li> <li>• Diwali</li> <li>• Anti-bullying week</li> <li>• Art: Wassily Kandinsky</li> <li>• Christmas</li> <li>• Seasons – winter</li> </ul>	<ul style="list-style-type: none"> <li>• New year new beginnings</li> <li>• Being healthy</li> <li>• Germs</li> <li>• Exercise</li> <li>• National Storytelling Week</li> <li>• Exploring castanets</li> <li>• Chinese New Year</li> <li>• Children’s Mental Health Week</li> </ul>	<ul style="list-style-type: none"> <li>• Internet safety</li> <li>• Following instructions to make equipment work e.g. Beebots</li> <li>• Pancake Day</li> <li>• World Book Day</li> <li>• Storytelling</li> <li>• Science Week – growth &amp; lifecycles – frog lifecycle</li> <li>• Seasons – Spring</li> <li>• Art: Giuseppe Arcimboldo</li> </ul>	<ul style="list-style-type: none"> <li>• St George’s Day</li> <li>• Space &amp; the Solar System</li> <li>• Sun awareness/being safe in the sun – making information posters</li> <li>• Mental Health Awareness Week – marvellous mistakes, being kind to yourself, a recipe for happiness</li> <li>• Recipe – writing &amp; following instructions</li> <li>• World Bee Day</li> </ul>	