

Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
Global Goals	1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education	5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth	9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities	12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land		16. Peace, justice, and strong institutions 17. Participation for the goals
SMSC/British Values	<p><b>Social Moral Spiritual Cultural Education</b></p> <p><b>Spiritual</b> - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p><b>Moral</b> - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p><b>Social</b> - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p><b>Cultural</b> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> <hr/> <p><b>British Values Education</b></p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• The rule of Law</li> <li>• Individual Liberty</li> <li>• Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</li> </ul>					



	AUTUMN		SPRING		SUMMER	
<b>School Events</b> <ul style="list-style-type: none"> <li>• Theme days</li> <li>• Charity events</li> <li>• Community events</li> </ul>	<b>Class Author Week:</b> Why are we named after this author? (05/09-16/09)  <b>National Poetry Day</b> 6/10/22  'Just Talk' week - Oracy (wb 17/10/22)  <b>Black History Month:</b> How can we learn about our school values through Black history? (October)	<b>Anti-Bullying Week:</b> Reach out Odd sock day 14/11/22 (14/11-18/11)  <b>STEAM week: Science</b> -How fast can it go? The Leys Land Speed Record (wb 21/11-25/11)  <b>Enterprise Day:</b> How can we be creative to raise money for our school at Christmas? (1/12)  <b>Take One Book - One Christmas Wish-</b> Katherine Rundell (December)	<b>Take one Book:</b> Dick Whittington- (wb 09/01-20/1) Pantomime Y1-4 (9th)  <b>Internet Safety Week:</b> How can I keep myself safe online? (wb 06/02-10/02)  <b>Computing Months</b> Jan/Feb: How can we solve problems with Coding?	<b>World Book Day:</b> How have books changed the world? (02/03)  <b>STEAM week:</b> How high can you go? (Wb 14/03)  <b>Easter Poetry - wb</b> 20/3 (world poetry day- 21/03)	<b>KS2 SATs</b> 8-11/5/23  <b>International week</b> (15/5): A week in ...?  <b>Healthy Living &amp; Walk to School Week:</b> How do we stay healthy? (22/5)	<b>STEAM week:</b> How long can it float? (Wb: 26/06 - 30/6)  <b>Careers Month</b> <b>June: What is my dream job?</b>  <b>Climate change week:</b> including data from weather station project (wb:03/07 - 07/07)
<b>Charity Events</b>	Local food bank Harvest	Poppy Appeal 7-11/11/22 Children in Need 18/11/22 Christmas Jumper Day (16/12)		Sports Relief TBC		
<b>FOL Events</b>	Disco (14/10) Non uniform day (21/10)	Enterprise Day (1/12) Refreshments at Nativities (Dec)		Disco (24/02)		Summer Fair (16/06)

<b>Pupil Parliament</b>	<b>Cabinet vote (KS2) - (16/9/22) Session 1 (23/9/22) 11am</b>		<b>Focus session (20/1/23)</b>		<b>Focus session (21/4/23)</b>	
<b>Class trip</b>				Standalone Farm		End of year picnic
<b>Global Goals</b>						
<b>Diversity Awareness</b>	Black History Month	Anti Bullying week Children in Need				

<b>Prime</b>	<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
<b>Communication and language</b>	<p><b>Sequence of learning</b> I can look and respond I can respond to my name I can respond to instructions I can listen to familiar song and repeat I can show interest in playing with sounds, songs and rhymes. I can use gestures , sometimes with limited language</p> <p><u>Daily opportunities for key learning:</u></p>	<p><b>Sequence of learning</b> I can listen to others 1:1 I can listen to others on small groups I can listen to others in a whole class setting I can talk about my home environment I can talk about things I see, hear and smell I can join in with actions or vocalisations when learning new</p>	<p><b>Sequence of learning</b> I can understand verbal and non verbal clues I can express myself with both verbally and non verbally I can listen to longer stories with attention To answer questions about a book character I can respond to simple instructions.</p> <p>I can use simple questions such as :what ,where, who . I can join in with</p>	<p><b>Sequence of learning</b> I can express a need I can talk in a sentence I can use a wider range of vocabulary I can retell a simple story I can sing a few familiar songs.</p> <p><u>Daily opportunities for key learning:</u></p>	<p><b>Sequence of learning</b> I can recognise what a question is I can express an opinion with confidence I can retell a simple past event in correct order I can follow two part instructions I can use a range of tenses I'm beginning to understand why and how questions</p> <p><u>Daily opportunities</u></p>	<p><b>Sequence of learning</b> I can talk to an adult with confidence I can talk to a peer with confidence I can listen to stories with increasing attention and recall. I can use talk to organise my play I can sing a large repertoire of songs</p> <p><u>Daily opportunities</u></p>

	<p>-Opportunities to think about objects using who? what? where? when? questions.</p> <p>-Puppets or masks for children to use to retell nursery rhymes</p> <p>-Daily stories shared with children</p> <p>-Encourage children to listen to their friends and take turns in play and activities.</p> <p>-Cue children, particularly those with communication difficulties, to listen by first using their name, and signal a change of conversation, e.g. Now we are going to talk about...</p> <p>-Show &amp; tell /Circle time on a weekly basic</p> <p>-Fred the bear diary to be taken home weekly</p> <p>-cooking sessions once a week</p> <p>-PE sessions once a week</p> <p>-Nursery library twice a week (Monday and Thursday )</p>	<p>songs</p> <p>I can listen to longer stories with attention</p> <p>I can use simple sentences</p> <p>I can understand 'who', 'what', 'where' in simple questions</p> <p><u>Daily opportunities for key learning:</u></p> <p>-Daily stories shared with children</p> <p>-Show &amp; tell /Circle time on a weekly basic</p> <p>-Listen to language and conversation that emerge through play, particularly play that is led by the child.</p> <p>-Fred the bear diary to be taken home weekly</p> <p>-cooking sessions once a week</p> <p>-PE sessions once a week</p> <p>-Nursery library twice a week (Monday and Thursday )</p>	<p>singing my favourite songs.</p> <p>I can place objects in different positions (understanding positional language)</p> <p><u>Daily opportunities for key learning:</u></p> <p>-Daily stories shared with children</p> <p>-Show &amp; tell /Circle time on a weekly basic</p> <p>-Fred the bear diary to be taken home weekly</p> <p>-cooking sessions once a week</p> <p>-PE sessions once a week</p> <p>-Nursery library twice a week (Monday and Thursday )</p>	<p>-Daily stories shared with children</p> <p>-Show &amp; tell /Circle time on a weekly basic</p> <p>-Fred the bear diary to be taken home weekly</p> <p>-cooking sessions once a week</p> <p>-PE sessions once a week</p> <p>-Nursery library twice a week (Monday and Thursday )</p>	<p><u>for key learning:</u></p> <p>-Daily stories shared with children</p> <p>-Show &amp; tell /Circle time on a weekly basic</p> <p>-Fred the bear diary to be taken home weekly</p> <p>-cooking sessions once a week</p> <p>-PE sessions once a week</p> <p>-Nursery library twice a week (Monday and Thursday )</p> <p>-Encourage opportunities for conversations between small groups of children. Support these moments and act as a facilitator when appropriate.</p>	<p><u>for key learning:</u></p> <p>-Daily stories shared with children</p> <p>-Show &amp; tell /Circle time on a weekly basic</p> <p>-Fred the bear diary to be taken home weekly</p> <p>-cooking sessions once a week</p> <p>-PE sessions once a week</p> <p>-Nursery library twice a week (Monday and Thursday )</p>
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<p><b>Physical development</b></p>	<p><b>Sequence of learning</b>  I can put my coat on  I can take my shoes off and put wellies on  I can understand when I need the toilet  I can wash hand with soap and water with verbal prompts  I can run safely avoiding others and obstacles</p> <p><u>Daily opportunities for key learning:</u>  Exploring indoor and outdoor environment  Visiting meadow  Teach children a simple way to put coat on  Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes  Support children to manage self care into smaller steps -Top tips for washing hands /Top tips for snack time  Support children to change into wellies when going outside  Cosmic Yoga  Just dance for kids  Cooking sessions -using one handed tools with confidence e.g. spoons ,</p>	<p><b>Sequence of learning</b>  I can begin to understand when I need a coat while playing outside  I can run, hop ,jump and balance with confidence  I can catch a ball  I can throw a ball  I can use large - muscle movement to wave flags and streamers, to paint and to make marks.</p> <p><u>Daily opportunities for key learning:</u>  Exploring indoor and outdoor environment  Using large play equipment in the Junior / Reception playground  Visiting meadow</p> <p>Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes  Explain to children why it is important to wash hands  <b>Cosmic Yoga</b>/circle games and dances  Cooking sessions -using one handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc.</p>	<p><b>Sequence of learning</b>  I can put on and take off a cardigan or jumper.  I can use one handed tools and equipment with increasing confidence e.g scissors  I can go up and down the stairs /steps using alternate feet  I can bend my knees when I land  I can jump with 2 feet</p> <p><u>Daily opportunities for key learning:</u>  Exploring indoor and outdoor environment  Using large play equipment in the Junior / Reception playground  Visiting meadow  Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes</p> <p>Cosmic Yoga  Just dance for kids  Cooking sessions -using one handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc.</p>	<p><b>Sequence of learning</b>  I can wash my hands independently and understand why we wash hands after the toilet etc  I can use a comfortable grip to hold writing tools  I can show an increasing ability to use and remember sequences and patterns of movements related to music and rhythm.  I can stand on 1 foot</p> <p><u>Daily opportunities for key learning:</u>  Exploring indoor and outdoor environment  Using large play equipment in the Junior / Reception playground  Visiting meadow  Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes  Learning about healthy choices in regards to diet, exercise and oral hygiene .</p> <p>Cosmic Yoga  Just dance for kids  Cooking sessions</p>	<p><b>Sequence of learning</b>  I begin to make healthy choices in regards to diet, exercise and oral hygiene .  I can climb equipment using 2 hands</p> <p><u>Daily opportunities for key learning:</u>  Exploring indoor and outdoor environment  Using large play equipment in the Junior / Reception playground  Visiting meadow  Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes  Learning about healthy choices in regards to diet, exercise and oral hygiene .</p> <p>Cosmic Yoga  Just dance for kids  Cooking sessions -using one handed</p>	<p><b>Sequence of learning</b>  I can follow a 2 step dance rhythm</p> <p>I can show increasing understanding that equipment and tools have to be used safely e.g. scissors , blunt knives</p> <p><u>Daily opportunities for key learning:</u>  Exploring indoor and outdoor environment  Using large play equipment in the Junior / Reception playground  Visiting meadow  Building independence in self care activities e.g washing and drying hands, taking off and putting on coats /shoes  Learning about healthy choices in regards to diet, exercise and oral hygiene .</p> <p>Cosmic Yoga  Just dance for kids  Cooking sessions -using one handed</p>
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	forks , knives , whisks , spatulas etc.			-using one handed tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc. <b>Superheroes day - dressing up / completing a obstacle course /</b>	tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc.	tools with confidence e.g. spoons , forks , knives , whisks , spatulas etc. <b>Sports day</b>
<b>Personal, social and emotional development</b>	<p><b>Sequence of learning</b></p> <p>I can recognise how I feel I can recognise when I need help I can respond to a safe word both verbal and non verbal</p> <p><u>Daily opportunities for key learning:</u></p> <p>Settling in Nursery rules and expectations Play and teach Establish clear, firm and consistent rules and behavioural expectations Create a listening culture and atmosphere, where young children feel able to express their emotions.</p>	<p><b>Sequence of learning</b></p> <p>I can use both verbal and non verbal communication I can show how I feel I can ask for help from a familiar adult I can select activities and resources with help if needed.</p> <p><u>Daily opportunities for key learning:</u></p> <p>All about me books /Family photos Family celebrations e.g. birthdays, Christmas, Diwali Show &amp;Tell Special helpers WOW moments EYFS assembly Kindness tree</p>	<p><b>Sequence of learning</b></p> <p>I can use key vocabulary to express myself I can talk about how I feel</p> <p><u>Daily opportunities for key learning:</u></p> <p>Emotions and feelings Exploring feelings and emotions through books and puppets (The colour monster) Show &amp;Tell Special helpers WOW moments EYFS assembly Kindness tree Recognise , talk about and expand on children's emotions Story time with props that engage children in</p>	<p><b>Sequence of learning</b></p> <p>I can recognise how someone feels using verbal and non verbal clues</p> <p><u>Daily opportunities for key learning:</u></p> <p>Turn taking games / sharing /puppets Circle games - taking turns Parachute games Show &amp;Tell Special helpers WOW moments EYFS assembly Kindness tree Model key skills of empathy, negotiation, compromise and</p>	<p><b>Sequence of learning</b></p> <p>I can talk about what I like and dislike I can take turns and share with help if needed</p> <p><u>Daily opportunities for key learning:</u></p> <p>Circle time / ring games /team games Show &amp;Tell Special helpers WOW moments EYFS assembly Kindness tree Offer calm and considered support for children as they experience conflict with their peers.</p>	<p><b>Sequence of learning</b></p> <p>I can start to self regulate my emotions I can talk about what I am good at I am confident to speak to my peers I can recognise how someone feels using verbal and non verbal clues</p> <p><u>Daily opportunities for key learning:</u></p> <p>Transition to Reception Circle time / ring games /team games Show &amp;Tell Special helpers WOW moments EYFS assembly Kindness tree Teddy bear's picnic -end of the year celebration</p>

	Model caring responses and comforting or helping behaviours in your interactions.		a range of emotions e.g We're going on a bear hunt.	positive assertion when playing with children. Provide positive feedback during play, noticing and acknowledging children's thoughtfulness towards each other.		
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Specific	AUTUMN		SPRING		SUMMER	
<b>Phonics</b>	Learning how to sit and listen Songs and nursery rhymes Listening and attention activities	Learning how to sit and listen Songs and nursery rhymes Listening and attention activities	<b>Phase 1 activities</b> Phase 1 aspect 1 - environmental sounds Phase 1 aspect 2 - instrumental sound	<b>Phase 1 activities</b> Phase 1 aspect 3- body percussion Phase 1 aspect 4 -rhythm and rhyme	<b>Phase 1 activities</b> Phase 1 aspect 5 - alliteration Phase 1 aspect 6 - voice sounds	<b>Phase 1 activities</b> Phase 1 aspect 7-oral blending and segmenting
<b>Literacy</b>	<b>Sequence of learning</b> I can listen to and join in with stories and poems.  <u>Daily opportunities for key learning:</u> Daily story time and rhyme time Art and craft linked to the nursery rhyme of the week small world	<b>Sequence of learning</b> I can joins in with repeated refrains and phrases from rhymes and stories  <u>Daily opportunities for key learning:</u> Daily story time and rhyme time Art and craft linked to the nursery rhyme of the week Small world play linked	<b>Sequence of learning</b> I can begin to tell my own stories I can re-enacts and reinvents stories I have heard in my play <u>Daily opportunities for key learning:</u> Daily story time and rhyme time Art and craft linked to the nursery rhyme of	<b>Sequence of learning</b> I can talk about events and characters in stories.  <u>Daily opportunities for key learning:</u> Daily story time and rhyme time Art and craft linked to the nursery rhyme of the week	<b>Sequence of learning</b> I can use vocabulary influenced by my experiences of reading I can show awareness of rhyme and alliteration <u>Daily opportunities for key learning:</u> Daily story time and rhyme time	<b>Sequence of learning</b> I can suggest how the story might end I can recognise familiar words and signs such as my own name. I can hear and says the initial sound in words I can begin to segment the sounds

	<p>play linked to favourite books Library books available twice a week A wide range of books available to children during CIL Invite parents / carers to read stories to the children / include EAL parents to read stories in their native languages. BookTrust packs delivered to the children and families</p> <p>Talk for writing Nursery rhymes <b>Star nursery rhymes</b> 1.Hello ,how are you? 2.Incy Wincy Spider 3.Twinkle twinkle little star 4. Baa baa black sheep 5.Miss Polly had a dolly 6.Humpty Dumpty</p>	<p>to favourite books Library books available twice a week A wide range of books available to children during CIL Invite parents / carers to read stories to the children / include EAL parents to read stories in their native languages. BookTrust packs delivered to the children and families</p> <p>Talk for writing Nursery rhymes <b>Star nursery rhymes</b> 1.Once I caught a fish alive 2. Jack and Jill 3.Five currant buns 4.Pat a cake 5.Five little ducks 6. Open shut them</p>	<p>the week Small world play linked to favourite books Library books available twice a week A wide range of books available to children during CIL Invite parents / carers to read stories to the children / include EAL parents to read stories in their native languages. BookTrust packs delivered to the children and families</p> <p>Talk for writing Nursery rhymes <b>Star nursery rhymes</b> 1.The wheels on the bus 2.Down at the station 3. Five little men in a flying saucer 4.Row row your boat 5.London Bridge</p>	<p>Small world play linked to favourite books Library books available twice a week A wide range of books available to children during CIL Invite parents / carers to read stories to the children / include EAL parents to read stories in their native languages. BookTrust packs delivered to the children and families</p> <p>Talk for writing Nursery rhymes <b>Star nursery rhymes</b> 1.Old McDonald 2.Three blind mice 3.Five little speckled frogs 4.Little Miss Muffet 5. Five little monkeys 6. Walking through the jungle</p>	<p>Art and craft linked to the nursery rhyme of the week Small world play linked to favourite books Library books available twice a week A wide range of books available to children during CIL Invite parents / carers to read stories to the children / include EAL parents to read stories in their native languages. BookTrust packs delivered to the children and families</p> <p>Talk for writing Nursery rhymes /simple stories <b>Star nursery rhymes/books</b> 1.A sailor went to sea 2. Wee Willy Winky 3. I had a little turtle 4. Old grand Duke of York 5.Here we go round the Mulberry bush 6.Jelly on a plate</p> <p>Star books 1 Dear Zoo 2.We're going on a</p>	<p>in simple words and blend them together (orally) I can continue a rhyming string</p> <p><u>Daily opportunities for Key learning:</u> Daily story time and rhyme time Art and craft linked to the nursery rhyme of the week Small world play linked to favourite books Library books available twice a week A wide range of books available to children during CIL Invite parents / carers to read stories to the children / include EAL parents to read stories in their native languages. BookTrust packs delivered to the children and families Talk for writing Nursery rhymes /simple stories <b>Star nursery rhymes</b> 1.One ,two buckle my shoe 2.Little Bo Peep 3. Little Arabella Miller 4. Ten green bottles 5.Hickory hickory</p>
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					<p>bear hunt  3.The tiger who came to tea  4.Peace at last  5.Brown bear , brown bear  6 Whatever next !</p>	<p>dock  6. Three little kittens  Star books  1. Gruffalo  2. Elmer  3. Not now Bernard !  4. The very hungry caterpillar  5. Owl babies  6. Wow! said the owl</p>
<b>Maths</b>	<p><b>Sequence of learning</b>  I can some number names and number language spontaneously  I enjoy number rhymes and songs  I can numbers past 5  I can show 'finger numbers 'up to 5</p> <p>Nursery rhymes :  'Once I caught a fish alive'  'Five little ducks'  'Five currant buns'  <u>Daily opportunities for key learning:</u>  Daily counting experiences of counting in meaningful and varied contexts , outside and indoors e.g. counting fingers , counting cards on a visual timeline, counting children on a</p>	<p><b>Sequence of learning</b>  I can experiment with my own representations of numbers (symbols and marks, fingers )  I can recite numbers past 5.  I can talk about and identify different patterns around them e.g. stripes on clothes , patterns on wallpaper,and use informal language to describe it e.g. round , pointy  <u>Daily opportunities for key learning:</u>  Provide patterned material and small objects to arrange in patterns .  Use words such as 'repeated' and 'the same'  Wear a pattern day -</p>	<p><b>Sequence of learning</b>  I can say one number per each item in order up to 5  I can subitise up to 3  I can use language such as 'more than' , 'fewer than' to compare quantities  I can create and extend repeating ABAB patterns  I can notice and correct an error in a repeating pattern  I can construct using a variety of shapes and equipment</p> <p><u>Daily opportunities for key learning:</u>  Regularly say the counting sequence , in a variety of playful contexts for example :hide and seek,</p>	<p><b>Sequence of learning</b>  I can select shapes appropriately for task  I can talk about and explore 2D and 3D shapes using mathematical and informal language such as ;corners, sides, round , flat.  I can show an understanding of simple positional language</p> <p><u>Daily opportunities for key learning:</u>  Encourage children to freely play with blocks, shapes , shape puzzles and shape-sorters.  Encourage children to talk informally about shape properties using words such as</p>	<p><b>Sequence of learning</b>  I can count up to 5 in 1 to 1 correspondence  Cardinal principle up to 5  I can combine shapes to make new one  I can make comparisons between objects relating to size, length, weight, and capacity</p> <p><u>Daily opportunities for key learning:</u>  Provide experiences of size changes e.g. making larger puddles, stretching the playdough / elastic.  Provide a variety of construction materials .Talk about the shapes of bricks / blocks and</p>	<p><b>Sequence of learning</b>  I can recognise numbers 1 to 5  I can link numerals to amounts ,up to 5  I can use positional language such as : 'in front of' , 'behind'  I can describe a familiar route  I can solve real world mathematical problems with numbers up to 5</p> <p>I begin to describe a sequence of events,real or fictional using words such as 'first', 'then'.  <u>Daily opportunities for key learning:</u>  Discuss position in real context eg hide under the table , sweep the leaves off a path</p>

	<p>carpet, counting sounds and actions etc . Drawing attention to changes in amounts e.g. by adding more bricks or eating things up . e.g snack time Helping at lunch time / snack time/breakfast - counting chairs , bowls , spoons , lunch boxes etc. Use the language of size / shape /weight in everyday contexts</p>	<p><b>children come to school wearing one patterned item of clothing .</b> Provide inset puzzles and jigsaws at different levels of difficulty</p>	<p>rocket-launch countdown Learning environment supports counting and subitising skills e.g. labelled pots with a certain number of pencils , pens etc. Draw children's attention to differences and changes in amounts e.g. number rhymes or stories . Provide a range of natural resources and everyday objects for children to play freely and to make patterns . Encourage children to make movement and music patterns such as clap, stamp , clap.</p>	<p>'sharp corners' , 'pointy' or 'curvy'.</p>	<p>how they suit the purpose. Provide den making materials</p>	<p>Use Positional language in play with the children Take children out to the park / meadow / big playground :recall the route and the order of things seen on the way Read stories about journeys e.g. Rosie's walk Set up obstacle courses in the outdoor area .Ask children to describe the route and give directions to each other. Talk about patterns of events in cooking , gardening ,getting dressed.</p>
<p><b>Understanding of the world</b></p>	<p><b>Sequence of learning</b> I can notice things in my environment I can point to things I see I can talk about important times for me</p> <p><u>Daily opportunities for key learning:</u></p>	<p><b>Sequence of learning</b> I can talk about what I hear, see and smell I can show an interest in celebrations I can have a sense of own immediate family and relations and pets I can talk about my experiences from outside of school</p>	<p><b>Sequence of learning</b> I can ask questions about things I see I can recognise special helpers in my community.</p> <p><u>Daily opportunities for key learning:</u> <b>Chinese New Year</b></p>	<p><b>Sequence of learning</b> I can begin to recognise and talk about changes in seasons I can talk about important times for my family</p> <p><u>Daily opportunities for key learning:</u> <b>Easter 9th April</b></p>	<p><b>Sequence of learning</b> I can begin to understand how things grow I can show care and concern about living things and the world around me. I can recognise and talk about things I celebrate</p> <p><u>Daily opportunities for key learning:</u> Learn about different</p>	<p><b>Sequence of learning</b> I can begin to explore the local environment I can talk about my home environment I can talk about where I live I can take part in whole school and community celebrations</p> <p><u>Daily opportunities for</u></p>

	<p>Using senses to explore natural resources (indoor and outdoor )and talk about what they can see Visits to the meadow Walk around the school Engage in role play and imaginary play scenarios and model listening behaviours. Planting daffodils bulbs in the garden Making birds feeders in the garden</p> <p><b>Harvest festival Oct</b></p>	<p><u>Daily opportunities for key learning:</u> Family photos All about my family Family celebrations e.g birthdays <b>Diwali festival (12th November ), Halloween (31st Oct )</b> <b>Christmas Hanukkah- 26 Dec</b></p>	<p><b>(22nd January ) Holi Festival (8th March )</b> Winter walk Learn about and develop positive attitude about the difference between people Explore different materials and changes e.g floating -sinking , melting - freezing , light and shadows, heating - cooling Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language</p>	<p><b>Ramadan- Isalmic 22March -21st April</b> Spring walk Show interest in different occupations School visits e.g fire brigade, school nurse, a veterinary nurse, a police officer etc. Invite parents and members of wider communities to story-telling opportunities.</p>	<p>countries and talk about the differences they have seen in photos or have experienced Encourage children to talk about their own home and community life, and to find out about other children's experiences. Exploring and talking about different forces e.g. pulling -pushing , magnetic - non magnetic , bending, stretching</p>	<p><u>Key learning:</u> Explore how things work Growing and change A life cycle of a plant and an animal Minibeast hunt Live caterpillars Planting a beanstalk / tomatoes / potatoes / summer flowers Bring a baby photo to school Baby photos display Invite a parent with a baby to school Show care and respect for the natural environment and all living things</p>
<p><b>Expressive art and design</b></p>	<p><b>Sequence of learning</b> I can take part in simple pretend play I enjoy playing with small world toys such as animals , dolls houses. I can explore different textures I can explore and use blocks and construction kits to build and balance</p>	<p><b>Sequence of learning</b> I can explore different materials freely and independently I can xplore colour and colour mixing I remember and sing entire song I can explore a wide range of musical instruments I can listen with increased attention to sounds</p>	<p><b>Sequence of learning</b> I can create simple representations of people and objects by creating enclosed shapes with continuous lines I can choose different materials independently and decide how to use them <u>Daily opportunities for key learning:</u> Observational drawings</p>	<p><b>Sequence of learning</b> I can show different emotions in my drawing and paintings such as happiness , sadness I can sing the pitch of a tone sung by another person (pitch match) I can draw with increasing complexity and adds details to my work <u>Daily opportunities for key learning:</u></p>	<p><b>Sequence of learning</b> I can use drawing to represent ideas like movement and loud noises. <u>Daily opportunities for key learning:</u> Introduce children to a work of famous artists Listen to a wide variety of music and songs from different countries and cultures for children to</p>	<p><b>Sequence of learning</b> I can play instruments with increasing control to express my emotions and feelings I can create my own songs or improvise a song around one they know <u>Daily opportunities for key learning:</u> Encourage children to experiment with different ways of playing the instruments Clap and tap to the</p>

	<p><u>Daily opportunities for key learning:</u>          Provide a wide range of materials with different texture          Encourage children to explore materials / resources          Provide lots of open-ended and flexible resources for children's imaginative play.</p>	<p><u>Daily opportunities for key learning:</u>          Music area - indoors and outside          Explore making sounds / noises using everyday objects          Colour mixing activities          Sound matching games , listening games and activities</p>	<p>Provide appropriate tools and joining methods.</p>	<p>Play, share and perform a wide range of music and songs from different cultures          Introduce children to the work of artists from across times and cultures.          Play sound matching games</p>	<p>express their feelings and thoughts</p>	<p>beat of the music and encourage children to do it .</p>
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