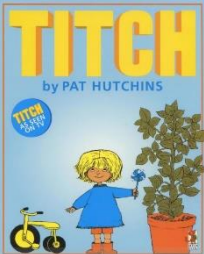
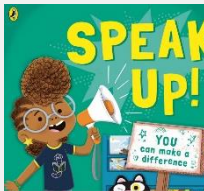
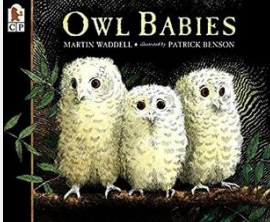
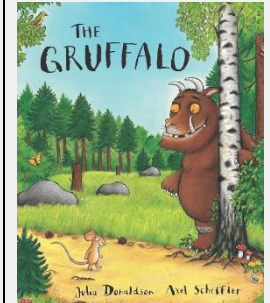
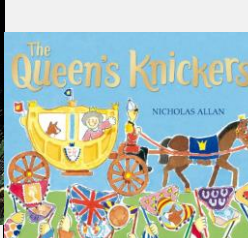
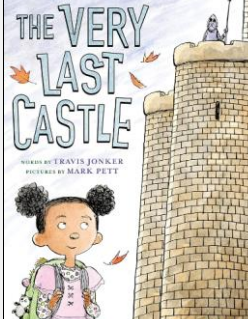
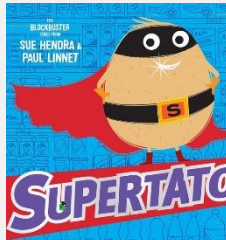
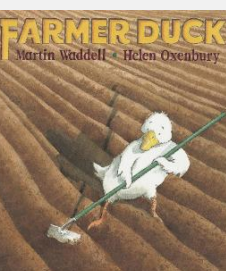
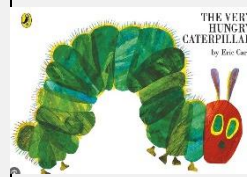
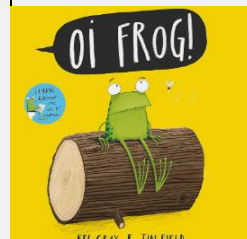
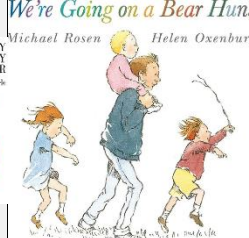
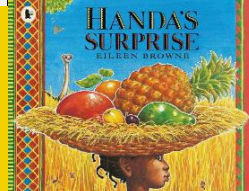


# Great Linford Primary School - EYFS Long Term Plan

This document identifies when a skill is in focus for development and teacher. Adults ensure that children are confident in these skills each term, allowing identification of focus children for certain areas, and skills are embedding through constant revisiting and recalling over the rest of the year. This document is a detailed skill progression to help ensure all children can achieve the Early Learning Goals.

	Term 1- Knowing me, knowing you	Term 2- Night and day	Term 3- Turrets and Tiaras	Term 4- I need a hero	Term 5 - In the garden	Term 6- Adventurers	Early Learning Goal
Key texts	 	 	 	 	 	 	
Possible themes/ interests	Autumn, Halloween, growing up, family, All about me	Autumn, Halloween, Bonfire night, Christmas, Christmas around the world, Seasons, nocturnal animals	Winter, Chinese New Year, Royal Family, seasons	Pancake day, Easter, Spring, NHS, people who help us, vehicles	Life cycles- frogs, butterfly, plant, planting, gardening, local area	Family, adventure, animals/foods/place saround the world, Transition	
Texts underpinning Unit Theme	I love my hair by Natasha Anastasia Tarpley  What I like about me by Alia Zobel-Nolan  Autumn is here by Heidi Pross Gray	Suddenly by Colin McNaughton  Where is the Dragon? By Leo Timmers  Seasons bu Anna Pang	Stories and rhymes: - Rain rain go away - Rain on the green grass - It's raining, it's pouring - I hear	Stories and rhymes: - One coconut, two coconuts - Pass the secret round Spring is here by Will Hillenbrand One springy day by	Mr grumpy's outing by John Burningham Mr Achimedes Bath by Pamela Allen  Seasons bu Anna Pang  Lulu loves flowers	Shark in the park by Nick Sharratt  One day on our blue plant by Ella Bailey  Poles apart by	

	Starting school by Janet and Allan Ahlbery	Wow! It's night time by Tim Hopgood	thunder	Nick Butterworth	by Anna McQuinn and Rasalind Beardshaw	Jeanne Willis	
	Big feelings and what they tell us by Rebekah Ballagh	Tree- seasons come, seasons go by Briita Teckentup	The castle the king built by Rebecca Colby and Tom Froese	Splish splash splosh by Mick Manning Alfie's weather by Shirley Hughes	Katie and the sunflowers by James Mayhew	Walking through the jungle by Julie Lacombe	
	The five senses by Herve Tullet	How to Catch a Star by Oliver Jeffers	The Knight who wouldn't fight by Helen and Thomas Docherty	The very clumsy beetle by Eric Carle	Eco-girl by Ken Wilson-Max	What do you do with a tail like this? By Steve Jenkins	
	Not now, Bernard by David McKee	Pumpkin Soup by Helen Cooper	Look inside a castle by Conrad Mason and Barry Ablett	Blown Away by Rob Biddulph	Look and wonder: the amazing life cycle of plants by Kay Barnham	The Rainbow Bear by Michael Morpurgo	
	Perfectly Norman by Tom Percival	Can't you sleep, little bear? By Martin Waddell	Traditional Fairy tales: - Rapunzel - Little Red Riding Hood	Amazing machines: Awesome ambulances by Tony Mitton and Ant Parker	Roots, stems, leaves and flowers by Ruth Owen	Who sank the boat? By Pamela Allen	
	Marvellous Me: Inside and Out by Lisa Bullard	Look up by Nathan Bryon	- Snow White - The Princess and the Pea - Jack and the Beanstalk	Doctorsaurus by Emi-Lou May and Leire Martin		Emma Jane's Aeroplane by Katie Hawoth	
	The body book by Hannah Alice	The Owl who was afraid of the dark by Jill Tomlinson		Peep inside how a recycling truck works by Lara Bryan and Giovana Medeiros	Mama Miti: Wangari Maathai and the Trees of Kenya by Donna Jo Napoli and Kadir Nelson	The boy who sailed the world by Julia Green and Alex Latimer	
		Opposites! Light and Dark by Emilie Dufrense		The jolly postman by Allan and Janet Ahlbery		The great explorer by Chris Judge	
				Monkey with a bright blue bottom by Steve Smallman			

*Starting  
point for  
most  
children*

## Communication and Language

*Progression  
towards ELG*

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Early Learning Goal
Listening, Attention and Understanding	<p>Children working 1:1 with an adult:</p> <p><b>L1:</b> To look at the person that is talking.</p> <p><b>L1:</b> To listen to an adult (no talking).</p> <p><b>L1:</b> To sit still for a short period of time during an appropriate activity.</p> <p><b>L1:</b> To stop and look when an adult addresses me by name.</p> <p><b>L2:</b> To recall what I have heard (in discussions and stories).</p> <p><b>L3:</b> To offer an appropriate response to what has been</p>	<p>Children working as part of a small group:</p> <p><b>L1:</b> To respond to what I have heard using comments or actions.</p> <p><b>L2:</b> To make comments using target vocabulary.</p> <p><b>L1:</b> To sit still when listening to a story.</p> <p><b>L3:</b> To recognise a pause in conversation as an opportunity to contribute thoughts and views.</p> <p><b>L3:</b> To ensure their contributions are linked to the conversational theme</p>	<p><b>Whole class focus:</b></p> <p><b>L1:</b> To be still and quiet when listening to the ideas of others.</p> <p><b>L1:</b> To answer simple questions with relevant responses.</p> <p><b>L1:</b> To retell the key parts of a story. (beginning, middle, end)</p> <p><b>L2:</b> To talk to a partner when directed.</p>	<p><b>In a range of situations:</b></p> <p><b>L1:</b> To follow instructions through the use of silent signals.</p> <p><b>L1:</b> To follow instructions involving more than one idea or action.</p> <p><b>L1:</b> To follow a story without pictures or props.</p> <p><b>L2:</b> To know how to start a question (who, what, why, when, how)</p> <p><b>L2:</b> To use stem sentences/ starts to support the structure of my answer.</p>	<p><b>In a range of situations:</b></p> <p><b>L1:</b> To track the movements of the speaker with 'magnet eyes'.</p> <p><b>L2:</b> To answer how and why questions relating to own experiences.</p> <p><b>L2:</b> To ask relevant questions to clarify their understanding.</p> <p><b>L3:</b> To listen and respond to the ideas expressed by others in conversation.</p> <p><b>L3:</b> To hold longer and more</p>	<p><b>In a range of situations:</b></p> <p><b>L1:</b> To actively engage in a lesson.</p> <p><b>L1:</b> To listen attentively in a range of situations.</p> <p><b>L1:</b> To anticipate key events within a story.</p> <p><b>L2:</b> To use target vocabulary in my play.</p> <p><b>L2:</b> To ask relevant questions to my peers in my play.</p> <p><b>L2:</b> To express an understanding of</p>	<p>Children at the expected level of development will:</p> <p><b>L1:</b> 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.</p> <p><b>L2:</b> Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><b>L3:</b> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>

	said.				involved conversations.	what has been taught through comment making.	
Speaking	<p>Children working 1:1 with an adult:  <b>SI:</b> To listen to an adult (no talking)</p> <p><b>SI:</b> To recall what has been said (to demonstrate comprehension)</p> <p><b>SI:</b> To use a clear diction so as to be understood.</p> <p><b>SI:</b> To use appropriate sentence structures in my utterances.</p> <p><b>S2:</b> To use 'target vocabulary' in my comments.</p> <p><b>S3:</b> To contribute a linked comment (to support conversation).</p>	<p>Children working as part of a small group:</p> <p><b>SI:</b> To recognise a pause in conversation as an opportunity to contribute thoughts and views.</p> <p><b>SI:</b> To ensure their contributions are linked to the conversational theme and use 'target vocabulary'.</p> <p><b>SI:</b> To listen to others without talking.</p> <p><b>S2:</b> To offer short comments or explanations about topics of interest.</p>	<p>Whole class focus:</p> <p><b>SI:</b> To indicate a contribution to the theme by putting hand up.</p> <p><b>SI:</b> To wait quietly until asked for your view.</p> <p><b>SI:</b> To listen to others contributions whilst waiting.</p> <p><b>SI:</b> To modify their contribution in light of others comments.</p> <p><b>SI:</b> To offer my contribution when asked using 'target vocabulary'.</p> <p><b>S2:</b> To make relevant comments about the</p>	<p>In a range of situations:</p> <p><b>S3:</b> To use full sentences to clearly express an idea.</p> <p><b>S3:</b> To offer more than one idea by using the conjunction 'and'.</p> <p><b>SI:</b> To use target vocabulary in my contributions.</p> <p><b>S2:</b> To be able to answer 'why' questions with some accuracy.</p> <p><b>S2:</b> To listen to and recall some rhymes or poems I have learnt.</p> <p><b>S3:</b> To use the past and present tense correctly using modelled sentence structures.</p>	<p>In a range of situations</p> <p><b>S3:</b> To extend my sentences by using conjunctions (after teacher modelling).</p> <p><b>S3:</b> To offer explanations using the conjunction 'because'.</p> <p><b>S3:</b> To use the past, present and future tense correctly using modelled sentence structures.</p> <p><b>S2:</b> To use full and coherent explanations for the knowledge I have learnt.</p> <p><b>S2:</b> To perform some rhymes and poetry that I have learnt.</p>	<p>In a range of situations:</p> <p><b>S2:</b> To use target vocabulary to offer explanations for why things might happen and when sharing my own ideas.</p> <p><b>S3:</b> To extend my sentences using the conjunctions I know.</p> <p><b>S2:</b> To perform some rhymes and poetry that I have learnt.</p> <p><b>S3:</b> To use the past, present and future tenses in the flow of everyday conversation.</p>	<p>Children at the expected level of development will:</p> <p><b>SI:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b>S2:</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p><b>S3:</b> 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.</p>

			knowledge I have learnt.				
<div> <div>Starting point for most children</div> <div>Personal, Social and Emotional Development</div> <div>Progression towards ELG</div> </div>							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Early Learning Goal
Self - Regulation	<b>Jigsaw- Being me in my world</b> -To know I have a right to learn and play safely and happily SRI -To know that some people are different to me BR3 -To know that hands can be used kindly and unkindly MS2 -To identify feelings associated with belonging SRI -To learn skills to play cooperatively with others BRI -To be able to consider others' feelings SRI	<b>Jigsaw- Celebrating difference</b> -To know what being unique means BR3 -The know the names of some emotions (sad, happy, frightened, angry) SRI -To know why having friends is important BRI -To know some qualities of a positive friendship BR2 -To know that they don't have to be 'the same as' to be a friend. BR2 -To recognise emotions when they or someone	<b>Jigsaw- Dreams and goals</b> -To know what a challenge is SR2 -To know that it is important to keep trying MSI -To know what a goal is MSI -To understand that challenges can be difficult MSI -To understand resilience MSI -To recognise some of the feelings linked to perseverance MSI -To recognise how kind words can encourage people BR3	<b>Jigsaw- Healthy me</b> -To know what the word healthy means MS3 -To know some things that they need to do to keep healthy MS3 -To know the names for some parts of their body MS3 -To know when and how to wash their hands properly MS3 -To know how to say no to strangers MS2 -To explain what I need to do to stay healthy MS3 -To recognise how exercise makes me feel MS3 -To give examples	<b>Jigsaw- Relationships</b> -To know what a family is BR2 -To know some of the characteristics of healthy and safe friendships BR2 -To know that friends sometimes fall out BR2 -To know some ways to mend a friendship BR3 -To know that unkind words can never be taken back and they can hurt. BR3 -To identify	<b>Jigsaw- Changing me</b> -To know the names and functions of some parts of the body MS3 -To know that we grow from baby to adult MS3 -To know who to talk to if they are feeling worried BR2 -To recognise that changing class can elicit a happy/sad emotion SRI -To say how I feel about changing class/growing up. SRI -To identify how I have changed from	<b>Children at the expected level of development will:</b>  <b>SRI:</b> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.  <b>SR2:</b> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  <b>SR3:</b> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving

	<p><b>SRI:</b> To know some words to describe feelings.</p> <p><b>SR2:</b> To know how to ask for something I want.</p> <p><b>SR2:</b> To know how to wait my turn.</p> <p><b>SR3:</b> To know how to stop, look, listen and respond when my name is called.</p> <p><b>SR3:</b> To follow a simple instruction involving one idea or action after modelling from an adult.</p>	<p>else is upset, frightened, angry. BR3</p> <p>-To identify and use skills to make a friend BRI</p> <p>-To identify some ways they can be different and the same as others BR2</p> <p>-To identify and use skills to stand up for themselves. MS2</p> <p><b>SRI:</b> To name the feeling they are experiencing.</p> <p><b>SRI:</b> To know how their body changes when they are experiencing different feelings.</p> <p><b>SRI:</b> To know some strategies to manage strong feelings.</p> <p><b>SRI:</b> To Recognise similarities and differences between myself and another.</p> <p><b>SR2:</b> To know how</p>	<p><b>SRI:</b> To know how to manage my own feelings.</p> <p><b>SRI:</b> To know how to remain calm when experiencing strong feelings.</p> <p><b>SRI/2:</b> To know how to show positivity.</p> <p><b>SR2:</b> To know how to use timers to support turn taking.</p>	<p>of healthy food MS3</p> <p>-To explain what to do if a stranger approaches me MS2</p> <p><b>SRI:</b> To recognise the feelings of others.</p> <p><b>SRI:</b> To understand how my actions may affect the feelings of others.</p> <p><b>SR2:</b> To know how to manage turn taking with independence.</p> <p><b>SR3:</b> To know how to follow instructions involving 2 ideas or actions.</p>	<p>what jobs I do in my family and those carried out by family members. BRI</p> <p>-To suggest ways to make a friend or help someone who is lonely BR2</p> <p>-To recognise what being angry feels like. SRI</p> <p><b>SRI:</b> To be able support others when they are experiencing strong emotions.</p> <p><b>SRI/2:</b> To know how to resolve a conflict with another child.</p> <p><b>SR2:</b> To complete a goal set by an adult.</p> <p><b>SR3:</b> To follow instructions involving several ideas or actions.</p>	<p>a baby. SR3</p> <p><b>SRI:</b> To manage my own feelings when changes occur.</p> <p><b>SR2:</b> To set myself a goal.</p> <p><b>SR2:</b> To know how to stay motivated when challenges occur.</p> <p><b>SR3:</b> To be able to follow instructions involving several ideas or actions.</p>	<p>several ideas or actions.</p>
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		to take turns with resources with support from an adult.					
Managing self	<p><b>MS1:</b> To try a new activity with an adult (1:1)</p> <p><b>MS2:</b> To walk around the classroom.</p> <p><b>MS2:</b> To know how to tidy the classroom.</p> <p><b>MS2:</b> To know how to stand in a line.</p> <p><b>MS3:</b> To know how to ask to go to the toilet.</p> <p><b>MS3:</b> To know how to use the toilet appropriately.</p> <p><b>MS3:</b> To know how to wash my hands.</p> <p><b>MS3:</b> To know how to ask for support.</p>	<p><b>MS1:</b> To try a new activity within a small group.</p> <p><b>MS1:</b> To explain some of the things I am good at.</p> <p><b>MS2:</b> To know what kind and unkind words are.</p> <p><b>MS3:</b> To know how to take items of clothing on and off (jumpers, coats).</p>	<p><b>MS1:</b> To try a new activity by myself after modelling from an adult.</p> <p><b>MS2:</b> To recognise that some actions have consequences.</p> <p><b>MS2:</b> To name our school values.</p>	<p><b>MS1:</b> To try a new activity without prompting from an adult (independence)</p> <p><b>MS3:</b> To know the foods that are healthy and unhealthy for me.</p> <p><b>MS3:</b> To know and explain why sleep is important.</p> <p><b>MS3:</b> To know and explain why exercise is important.</p>	<p><b>MS1:</b> To complete a new activity (resilience)</p> <p><b>MS2:</b> To name and talk about the school rules.</p> <p><b>MS2:</b> To name some actions we can take to show respect to ourselves and others.</p>	<p><b>MS1:</b> To complete a new and challenging activity (perseverance)</p> <p><b>MS2:</b> To understand and explain what our school rules are and why they are important.</p> <p><b>MS3:</b> To make a range of healthy choices throughout the day.</p>	<p><b>Children at the expected level of development will:</b></p> <p><b>MS1:</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><b>MS2:</b> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><b>MS3:</b> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

Building Relationships	<p><b>BRI:</b> To use the words 'please' and 'thank you'.</p> <p><b>BRI:</b> To know how to ask for a resource and wait until it is handed to me.</p> <p><b>BR2:</b> To know how to greet someone.</p> <p><b>BR3:</b> To know how to communicate a need to an adult.</p>	<p><b>BRI:</b> To look and respond to another child when I am spoken to.</p> <p><b>BRI:</b> To be able listen to the ideas of another child (without interrupting).</p> <p><b>BRI:</b> To share my own ideas with another child.</p> <p><b>BR3:</b> To know how to ask how someone else is feeling.</p>	<p><b>BRI:</b> To know how to act upon the ideas or wishes of other children.</p> <p><b>BRI:</b> To share my ideas with a group of children.</p> <p><b>BR2:</b> To ask others about their likes and dislikes.</p> <p><b>BR3:</b> To know that others may not like the same things as me.</p>	<p><b>BRI:</b> To develop the ideas of others, engaging in back and forth exchanges.</p> <p><b>BRI:</b> To ask others questions.</p> <p><b>BR2/3:</b> To know how to offer help to someone else.</p> <p><b>BR2:</b> To understand the difference between trusted adults and strangers.</p>	<p><b>BRI:</b> To know how to work cooperatively with a range of children or adults. (unfamiliar)</p> <p><b>BR2:</b> To know how to encourage others to join in with play.</p>	<p><b>BRI:</b> To know how to develop the ideas of others and engage in conversation with a range of children / adults.</p> <p><b>BR3:</b> To accept when others needs are put before my own.</p>	<p><b>Children at the expected level of development will:</b></p> <p><b>BRI:</b> Work and play cooperatively and take turns with others.</p> <p><b>BR2:</b> Form positive attachments to adults and friendships with peers.</p> <p><b>BR3:</b> Show sensitivity to their own and to others' needs.</p>
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*Starting point for most children*

Physical Development

*Progression towards ELG*

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Early Learning Goal
Gross Motor Skills	<p><u>Physical literacy</u></p> <p>GM3: to know how to run</p> <p>GM3: To jump two feet to two feet</p> <p>GM3: to know how to hop</p> <p>GM3: to know how</p>	<p><u>Gymnastics</u></p> <p>GM1: To travel around the hall safely.</p> <p>GM2: to know how to perform 3 basic balances: stork, tuck, arch hold.</p> <p>GM3: to know how to perform a straight</p>	<p><u>Dance</u></p> <p>GM1: To march on the spot.</p> <p>GM2: To show a scared expression and action.</p> <p>GM2: To show a strong expression and action.</p>	<p><u>Invasion games</u></p> <p>GM2: To slide a beanbag/towards a target.</p> <p>GM2: To roll a ball/towards a target.</p> <p>GM2: To bounce a ball.</p>	<p><u>Athletics</u></p> <p>GM3: to know how to run with control.</p> <p>GM1: to know how/when to change speed.</p> <p>GM3: To jump two feet to two</p>	<p><u>Striking and Fielding</u></p> <p>GM2: To retrieve an object.</p> <p>GM3: To roll a ball towards a target.</p> <p>GM3: To stop a ball.</p>	<p><b>Children at the expected level of development will:</b></p> <p><b>GM1:</b> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p><b>GM2:</b> Demonstrate strength, balance and coordination when playing.</p>



	<p>to gallop</p> <p>GM3: to know how to skip</p> <p>GM3: to know how to gain height when jumping</p>	<p>and star jump.</p> <p>GM2: to know how to perform a chair landing</p> <p>GM1: to know that we always land on our feet.</p> <p>GM3: to know how to perform egg/log roll.</p> <p>GM3: to know how to perform a static/bunny hop.</p> <p>GM3: to know how to rock backwards and forwards.</p> <p>GM1: to know how to perform 5 basic shapes: straight, star, tuck, straddle, pike</p> <p>GM2: To link shapes and balances.</p> <p>GM1: To travel along apparatus safely</p>	<p>GM1: To change direction.</p> <p>GM1: To move with control and at speed.</p> <p>GM1: To follow my partner.</p> <p>GM2: To move for 4/8 beats,</p> <p>GM2: To remember and repeat a pattern.</p> <p>GM2: To use actions to express feelings in dance.</p>	<p>GM2: To catch a ball with two hands.</p> <p>GM2: To throw under arm/towards a target.</p> <p>GM2: To catch a ball with two hands.</p> <p>GM2: To control a ball with a dominant foot.</p> <p>GM2: To move a ball/towards a target</p> <p>GM2: To move a rugby ball with two hands.</p>	<p>feet.</p> <p>GM2: To jump forwards two feet to two feet.</p> <p>GM3: to know how to jump/in different directions.</p> <p>GM2: To throw/throw objects forward.</p> <p>GM2: To perform an underarm throw/towards a target.</p>	<p>GM2: To throw a small ball underarm/underarm to a target.</p> <p>GM2: To catch a ball with two hands.</p> <p>GM1: To strike a ball/along the floor.</p> <p>GM2: To strike a ball towards a target.</p> <p>GM2: To demonstrate good control when moving the ball with two hands.</p>	<p><b>GM3:</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Fine motor skills	<p><b>FMI:</b> To know that we use three fingers to hold a pencil.</p> <p><b>FMI:</b> To know that our pointing finger and our thumb hold the pencil.</p>	<p><b>FMI:</b> To pick up a pencil with 3 fingers with my dominant hand.</p> <p><b>FMI:</b> To sit on a chair when writing. (Feet flat, back</p>	<p><b>FMI:</b> To maintain a tripod grip when writing for short periods of time with an adult.</p> <p><b>FMI:</b> To only use my dominant hand</p>	<p><b>FMI:</b> To maintain a tripod when writing for short periods of time independently.</p> <p><b>FM2:</b> To thread</p>	<p><b>FMI:</b> To maintain a tripod grip when writing for longer periods.</p> <p><b>FM2:</b> To know how to cut and</p>	<p><b>FMI:</b> To maintain a tripod grip when writing for longer periods.</p> <p><b>FM3:</b> To add details to my</p>	<p><b>Children at the expected level of development will:</b></p> <p><b>FMI:</b> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost</p>

	<p><b>FM1:</b> To know that our middle finger supports the pencil.</p> <p><b>FM2:</b> To know how to use whole hand grasp scissors (loop scissors).</p> <p><b>FM3:</b> To draw spirals and circles in my drawings.</p> <p><b>FM2:</b> To know how to hold and use a paintbrush.</p> <p><b>FM2:</b> To use a paintbrush with at least a four finger grip.</p> <p><b>FM2:</b> To explore with a range of mark making materials.</p> <p><b>FM3:</b> To draw lines, diagonals and zig zags in my drawings.</p>	<p>straight)</p> <p><b>FM2:</b> To know how to use loop scissors.</p> <p><b>FM2:</b> To know how to hold a pair of scissors using the conventional hold.</p> <p><b>FM2:</b> To use a spoon to scoop.</p> <p><b>FM3:</b> Be able to draw squares and rectangles in my drawings.</p> <p><b>FM2:</b> To know how to hold and use a paintbrush.</p> <p><b>FM2:</b> To create vertical and horizontal strokes with a paintbrush.</p>	<p>when writing.</p> <p><b>FM1:</b> To use my non- dominant hand to support the paper.</p> <p><b>FM2:</b> To know how to hold a pair of scissors using the conventional hold.</p> <p><b>FM2:</b> To know how to use scissors to cut straight and curved lines.</p> <p><b>FM2:</b> To use scissors to cut through a range of materials.</p>	<p>and weave on a large scale.</p> <p><b>FM3:</b> Be able to draw triangles in my drawings.</p> <p><b>FM2:</b> To know how to use a toothbrush effectively.</p> <p><b>FM2:</b> To know how to use scissors to cut straight and curved lines.</p> <p><b>FM2:</b> To use scissors to cut through a range of materials.</p> <p><b>FM2:</b> To cut out more complex shapes with scissors.</p>	<p>prepare food using cutlery.</p> <p><b>FM3:</b> To form most lowercase letters with accuracy.</p> <p><b>FM2:</b> To know how to use graters, strainers, squeezers and other utensils.</p> <p><b>FM2:</b> To thread and weave on a small scale (sewing).</p> <p><b>FM2:</b> To weave through a range of different materials.</p>	<p>drawings.</p> <p><b>FM2:</b> To draw my designs with accuracy when using a pencil.</p> <p><b>FM3:</b> To continue to form most lowercase letters with accuracy.</p>	<p>all cases.</p> <p><b>FM2:</b> Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p><b>FM3:</b> Begin to show accuracy and care when drawing.</p>
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*Starting  
point for  
most  
children*

Literacy

*Progression  
towards ELG*

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Early Learning Goal
Comprehension	<p><b>C1:</b> To recall the characters and some key events from a story.</p> <p><b>C2:</b> To comment on the predictions of key event in stories made by my teacher.</p> <p><b>C3:</b> To say and use some new vocabulary in my comments.</p>	<p><b>C1:</b> To order and sequence a familiar story.</p> <p><b>C2:</b> To offer simple predictions about characters or settings.</p> <p><b>C3:</b> To use new vocabulary when speaking to a partner.</p>	<p><b>C1:</b> To retell the key parts of a story in my own words. (beginning, middle, end)</p> <p><b>C2:</b> To offer simple predictions about key events in stories.</p> <p><b>C3:</b> To use new vocabulary within structure sentences (sentence stems)</p>	<p><b>C1:</b> To use some story language to retell a familiar story. (Key events)</p> <p><b>C2:</b> To provide relevant predictions about key events in stories.</p> <p><b>C3:</b> To use new vocabulary with accuracy within the answers I provide.</p>	<p><b>C1:</b> To use new vocabulary when retelling stories (to add detail)</p> <p><b>C2:</b> To listen and respond to the predictions made by others.</p> <p><b>C3:</b> To recall facts using target vocabulary.</p>	<p><b>C1:</b> To retell stories and narratives to others using my words /new and target vocabulary</p> <p><b>C3:</b> To use new vocabulary with accuracy in my play.</p> <p><b>C2:</b> To provide accurate or relevant predictions for key events in stories.</p> <p><b>C2:</b> To offer explanations for my predictions.</p>	<p><b>Children at the expected level of development will:</b></p> <p><b>C1:</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><b>C2:</b> Anticipate - where appropriate - key events in stories.</p> <p><b>C3:</b> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
Word Reading	<p><b>WRI:</b> To read the following individual letters by saying sounds for them: m a s d t I n p g o c k u b f e l h r j</p>	<p><b>WRI:</b> To read the following individual letters by saying sounds for them: m a s d t I n p g o c k u b f e l h r j v y w z x</p>	<p><b>WRI:</b> To read the following digraphs by saying a sound for them: sh th ch qu ng nk</p>	<p><b>WRI:</b> To read the following digraphs by saying a sound for them: sh th ch qu ng nk</p>	<p><b>WRI:</b> To read the following digraphs / trigraphs by saying a sound for them: ay ee igh ow oo</p>	<p><b>WRI:</b> To read the following digraphs / trigraphs by saying a sound for them: ar or air ir ou oy</p>	<p><b>Children at the expected level of development will:</b></p> <p><b>WRI:</b> Say a sound for each letter in the alphabet and at least 10</p>

	<p>v y w z x</p> <p><b>WR2:</b> Be able to jump in when I hear the blend in words.</p>	<p><b>WR2:</b> Be able to blend sounds into words orally.</p> <p><b>WR2:</b> Be able to read CV and CVC words containing the sounds I know.</p>	<p><b>WR2:</b> To read CVC words containing the sounds I know.</p> <p><b>WR1:</b> To spot the digraphs I have been taught in words.</p>	<p><b>WR2:</b> To read words containing new sounds.</p> <p><b>WR3:</b> To read simple Phrases containing the sounds I know.</p> <p><b>WR3:</b> To read a few common exception words.</p>	<p>oo</p> <p><b>WR2:</b> To read words containing new sounds.</p> <p><b>WR3:</b> To read simple sentences from Red level books.</p> <p><b>WR3:</b> To read the common exception words that appear in red level books.</p>	<p><b>WR2:</b> To read words containing new sounds.</p> <p><b>WR3:</b> To read simple sentences from Red level books.</p> <p><b>WR3:</b> To read the common exception words that appear in Red level books.</p>	<p>digraphs.</p> <p><b>WR2:</b> Read words consistent with their phonic knowledge by sound-blending.</p> <p><b>WR3:</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Writing	<p><b>W1:</b> To form circles and spirals pre-writing patterns correctly.</p> <p><b>W1:</b> To sit correctly for handwriting and hold a pencil using a tripod grip.</p> <p><b>W1:</b> To form lines and diagonals pre-writing patterns correctly</p> <p><b>W1:</b> To form jellies and zig-zags patterns correctly</p> <p><b>W1:</b> To form loopies and waves patterns correctly</p>	<p><b>W1:</b> To write the letters c, o, a, d, n, m, h, j, y, g, q, b, p, k, v, s and r.</p> <p><b>W2:</b> To able to segment VC and CVC words containing the single letter sounds I know after modelling from an adult.</p> <p><b>W2:</b> To use my fingers to help me segment words.</p> <p><b>W2:</b> To begin to write simple CVC words using sounds</p>	<p><b>W1:</b> To write the letters: f, x, z</p> <p><b>W1:</b> To write most letters using taught formation.</p> <p><b>W2:</b> To use my fingers to help me segment words.</p> <p><b>W2:</b> To segment CVC words with some independence.</p> <p><b>W3:</b> To write simple dictated CVC sentences.</p>	<p><b>W1:</b> To write most letters using taught formation.</p> <p><b>W2:</b> To write some words containing digraphs.</p> <p><b>W3:</b> To write simple sentences containing the red words 'I' and 'the'.</p> <p><b>W3:</b> To use spaces between my words.</p> <p><b>W3:</b> To orally hold a sentence.</p>	<p><b>W1:</b> To write some capital letters</p> <p><b>W3:</b> To write a short sentence after holding it first.</p> <p><b>W3:</b> To re-read my writing.</p> <p><b>W3:</b> To use a capital letter at the beginning of a sentence.</p> <p><b>W3:</b> To use a full stop at the end of a sentence.</p>	<p><b>W1:</b> To write some capital letters</p> <p><b>W3:</b> To use a capital letter at the beginning of a sentence.</p> <p><b>W3:</b> To write a sentence after holding it first.</p> <p><b>W3:</b> To use joining words "and/but/because" in my sentence.</p>	<p><b>Children at the expected level of development will:</b></p> <p><b>W1:</b> Write recognisable letters, most of which are correctly formed.</p> <p><b>W2:</b> Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p><b>W3:</b> Write simple phrases and sentences that can be read by others.</p>

	<p>W1: To write the letters i, l, t, u, w and e.</p> <p>W2: To segment CV and CVC words containing the single letter sounds I know after modelling from an adult.</p> <p>W2: To give meaning to my marks.</p> <p>W2: To identify and write the initial sounds in simple words.</p>	I know.	<p>W3: To write my own simple sentences.</p> <p>W3: To write a letter using my own simple sentences.</p> <p>W3: To record facts within a fact file using short phrases and captions.</p>	<p>W3: To write simple sentences using digraphs I know (up to 3 sentences)</p> <p>W3: To write a simple narrative about a story I know.</p> <p>W3: To write a description about Farmer Duck.</p>	<p>W2: To write some red words with accuracy.</p> <p>W3: To use joining word "and" in my sentence.</p> <p>W3: To write a narrative using short sentences.</p> <p>W3: To write instructions on how to grow a plant.</p>	<p>W3: To write an adventure story using vocabulary I have been taught.</p> <p>W3: To write a fact file about another place with a joining word.</p>	
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*Starting point for most children*

Mathematics

*Progression towards ELG*

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Early Learning Goal
Number Numerical Patterns	<p><u>White rose:</u></p> <p>Numerical Patterns: match, sort and compare</p> <p>Numerical Patterns: talk</p>	<p><u>White rose:</u></p> <p>Number: Its me 1,2,3 (find, subitise, represent numbers 1,2,3, one more/one less, composition)</p>	<p><u>White rose:</u></p> <p>Number: Alive in 5 (zero, find, subitise, represent 0-5, one more/one less, composition, conceptual</p>	<p><u>White rose:</u></p> <p>Numerical Pattern: Length, height and time (explore and compare height, time)</p>	<p><u>White rose:</u></p> <p>Number: To 20 and beyond ( build number beyond 10, continue patterns beyond 10, verbal</p>	<p><u>White rose:</u></p> <p>Numerical Pattern: Sharing and grouping (sharing, grouping, even and</p>	<p>Children at the expected level of development will:</p> <p>NI: Have a deep understanding of number to 10,</p>

	<p>about measure and patterns (Size, mass, capacity, patterns)</p> <p><b>Number:</b> Its me 1,2,3 (find, subitise, represent numbers 1,2,3, one more/one less, composition)</p> <p><b>NCETM:</b></p> <ul style="list-style-type: none"> <li>-Represent quantities on their fingers in different ways.</li> <li>-Experience counting sounds</li> <li>- Practice counting each object, action or sound once and only once.</li> <li>-Practice making 2s and 3s with my fingers</li> <li>-Subitise auditory patterns up to 3</li> <li>-Identify when a small collection is rearranged or the quantity changed.</li> <li>-Know that it is quantity - not colour or size - that determines if 1 set has more or fewer of</li> </ul>	<p><b>Geometry:</b> Circles and triangles</p> <p><b>Number:</b> 1,2,3,4,5 (find, subitise, represent numbers 4,5, one more/one less, composition of numbers to 5)</p> <p><b>Geometry:</b> Shapes with 4 sides</p> <p><b>NCETM:</b></p> <ul style="list-style-type: none"> <li>-Hear and join in with the counting sequence to 5, including using songs and rhymes</li> <li>-See that counting is useful because it tells us 'how many'</li> <li>-See that the last number in the count tells us 'how many altogether' (cardinality).</li> <li>-Use positional language to describe patterns of 4.</li> <li>-Tag each object with 1 number word (1:1 correspondence)</li> </ul>	<p>subitizing to 5)</p> <p><b>Numerical patterns:</b> Mass and capacity (mass, balance, capacity)</p> <p><b>Number:</b> Growing 6,7,8 (find, represent 6,7,8, one more/one less, composition of 6,7,8, pairs- odd and even, doubles to 8)</p> <p><b>Numerical Pattern:</b> Length, height and time (explore length, compare length)</p> <p><b>NCETM:</b></p> <ul style="list-style-type: none"> <li>-Practice counting aloud</li> <li>-Explore '5 and a bit' ways to make numbers between 6 and 10</li> <li>-Use generalised statements to describe the '5 and a bit' composition of the numbers 6-8.</li> <li>-Begin to order numbers between 1 and 10, noticing the '5 and a bit' structure</li> <li>-Describe how to place the numbers 1 to 8 in order.</li> <li>-Reason about</li> </ul>	<p><b>Number:</b> Building 9 and 10 (find and represent 9 and 10, compare numbers to 10, conceptual subitizing to 10, one more/one less, composition to 10, bonds to 10, arrangements of 10)</p> <p><b>Geometry:</b> Explore 3D shapes (recognise and name 3D shapes, patterns)</p> <p><b>NCETM:</b></p> <ul style="list-style-type: none"> <li>-Count things that cannot be seen - actions</li> <li>- Discuss and practise strategies for counting larger sets by moving objects.</li> <li>-Practise counting on from a given number</li> <li>-Discuss and practise strategies for counting larger amounts that cannot be moved.</li> <li>- Represent quantities to 10 using 10-frames and double dice</li> </ul>	<p>counting beyond 20, verbal counting patterns)</p> <p><b>Number:</b> How many now? (Add more, how many, take away, how many)</p> <p><b>Numerical pattern:</b> Manipulate, compose and decompose (select, rotate, manipulate shapes, compose/decompose shapes, copy 2D shapes, find 2D shapes within 3D shapes)</p> <p><b>NCETM:</b></p> <ul style="list-style-type: none"> <li>-Use spatial language to describe the shapes</li> </ul>	<p>odd sharing, build doubles)</p> <p><b>Numerical Pattern:</b> Visualise, build and map (repeating patterns, own patterns, build scenes, position, instructions, mapping, representing maps)</p>	<p>including the composition of each number.</p> <p><b>N2:</b> Subitise (recognise quantities without counting) up to 5.</p> <p><b>N3:</b> 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.</p> <p><b>Children at the expected level of development will:</b></p> <p><b>NPI:</b> Verbally count beyond 20, recognising the pattern of the counting system.</p> <p><b>NP2:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p><b>NP3:</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be</p>
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	the same type of object than another.  -Use the words 'an equal number' to say when there is the same number of items in 2 sets	-See that I have 5 fingers on one hand. -Say when I have an equal number, too many or not enough. -Begin to understand that when a set of objects is rearranged, its quantity remains the same.  -Use what I know about 5 to work out a hidden number.	which numbers are 'more than' others. -Notice when numbers are increased or decreased and explain my thinking -Use objects to make doubles patterns and describe where I can see the pattern of doubles. -Use my fingers to show doubles patterns	frames -Decide when to subitise and when to count quantities -Say the different ways that 10 can be made.			distributed equally.
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*Starting point for most children*

Understanding the World

*Progression towards ELG*

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Early Learning Goal
Past and Present + The Natural World + People, Culture and Communities (see ELGs below) History/geography	KAPOW History: Peek into the past <ul style="list-style-type: none"> <li>Can you guess who? PP2</li> <li>Past and present PP2</li> <li>My life timeline PP2</li> <li>Toy box PP2</li> <li>Spot the difference PP2</li> </ul>	KAPOW Geography: Outdoor adventures: <ul style="list-style-type: none"> <li>Nature catchers NWI</li> <li>Observational painting NWI</li> <li>Exploring the seasons NWI</li> </ul>	KAPOW History: Adventures through time <ul style="list-style-type: none"> <li>Family tree PP3</li> <li>My achievements PP3</li> <li>Treasure box PP3</li> <li>Picture detective PP3</li> <li>Transport through time</li> </ul>	KAPOW Geography: Outdoor adventures: <ul style="list-style-type: none"> <li>Exploring the weather NWI</li> <li>Senses in nature NWI</li> </ul>	KAPOW Geography: Outdoor adventures: <ul style="list-style-type: none"> <li>Dress the teddy NWI</li> </ul>	KAPOW Geography: Exploring maps <ul style="list-style-type: none"> <li>Pirate map bingo NWI</li> <li>Our school from above PPI</li> <li>Let's build a map PCC3</li> <li>Creating journey sticks PCCI</li> <li>Investigating maps PCC3</li> </ul>	Children at the expected level of development will:  PPI: Talk about the lives of the people around them and their roles in society.  PP2: Know some similarities and differences between things in the past and now, drawing on their experiences and what

			PP3			<ul style="list-style-type: none"><li>Map making PCC3</li></ul>	has been read in class.  PP3: Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Cultures and Communities  RE	PPI: To name the people that are important to me.  PCCI: To understand and follow our ROOTS and values.  PCC3: To make comments about my life: food, home, routines, weather etc.  PCCI: To name the people that live in my home.  PCCI: To name and talk about what is happening in my life now.	PCC2: To explain that Diwali is known as the festival of light.  PCC2: To create my own Rangoli pattern.  PCC2: To know that the Christmas star in Christianity is known as the star of Bethlehem.  PCC2: To retell the religious story the nativity.  PCC2: To identify symbols from a variety of faiths e.g. cross for Christianity, moon for Eid, Rangoli patterns for Diwali.	PCC2: To name the following features of a Christian Wedding - white dress, rings, candle, prayer, vows  PCC2: I can explain that Chinese New Year is known as the Spring Festival and lasts for 15 days,  PCC2: I can explain that the final celebration for Chinese New Year is the Lantern Festival.	PCC2: To make comments and show an understanding of the religious groups in the community.  PCC2: To name and recognize the Menorah and Star of David symbols belong to Judaism.  PCC2: To talk about belonging to the community.  PCC2: To identify the following places of worship: Mosque, Church and Temple	PCC2: To name special books belonging to different religions- Bible (Christianity), Quran (Islam)  PCC2: To explain that Christenings involve a baby being welcomed into a church by being marked with water.		Children at the expected level of development will:  PCCI: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  PCC2: 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.  PCC3: 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>The Natural World</p> <p>Science</p>	<p>Science: animals, including humans NW1: To use all my senses in hands-on exploration of natural materials.</p> <p>To begin to make sense of my own life-story and family's history.</p> <p>NW3: To understand the key features of the life cycle of a plant and an animal.</p> <p>NW1: To begin to understand the need to respect and care for the natural environment and all living things</p> <p>NW1: To name and describe animals that live in different habitats.</p> <p>NW1: To describe different habitats.</p> <p>NW1: To describe myself, family, friends and community.</p>	<p>Science: forces, earth and space NW1: To explore the natural world around me.</p> <p>NW3: To describe what I see, hear and feel whilst outside.</p> <p>NW3: To understand the effect of changing seasons on the natural world around me.</p> <p>NW3: To talk about how I have changed objects to make them float or sink.</p> <p>NW3: To talk about how I changed how cars move down gutters.</p> <p>NW3: To talk about how I changed how wheels turn when sand or water is poured through them.</p> <p>NW3: To describe how objects fall with and without a parachute</p>	<p>Science: materials NW1: To explore the natural world around them including everyday materials e.g. plastic, water, rock.</p> <p>NW1: To discuss different collections of materials with similar and/or different properties.</p> <p>NW3: To describe what they see, hear and feel whilst outside.</p> <p>NW1: To name the material they are using and why.</p> <p>NW1: To talk about multiple properties of the material and why it is suited for its purpose.</p> <p>NM1: To observe changes in their natural world and say why it is different now or will change in the future.</p> <p>NW3: To compare and describe how materials change</p>	<p>Science: energy NW1: To describe what they see, hear and feel whilst outside.</p> <p>NW1: To explore the natural world around me.</p> <p>NW1: To describe the sounds I hear</p> <p>NW1: To identify the source of sounds</p> <p>NW1: To describe how I make sounds.</p>	<p>Science: plants NW1: To use all their senses in hands-on exploration of natural materials.</p> <p>NW1: To identify the leaves, stem, petals and roots on common plants.</p> <p>NW1: To plant seeds and care for growing plants.</p> <p>NW1: To understand why we need to respect and care for the natural environment and all living things.</p> <p>NW1: To know the key features of the life cycle of a plant and an animal.</p>	<p>Science: living things and their habitats NW2: To draw information from a simple map.</p> <p>NW1: To explore the natural world around me.</p> <p>NW3: To describe what I see, hear and feel whilst outside.</p> <p>NW2: To recognise some environments that are different to the one in which I live.</p> <p>NW1: To name and describe plants and animals in the school grounds and my environment.</p> <p>NW2: To talk about how another environment is different to my surrounding natural environment</p> <p>NW1: To understand that I do not damage</p>	<p><b>Children at the expected level of development will:</b></p> <p><b>NW1:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><b>NW2:</b> 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.</p> <p><b>NW3:</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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	<p>NW1: To create pictures of myself, family, friends and community and identify their distinguishing features.</p> <p>NW1: To talk about what I see when using a mirror</p> <p>NW3: To compare hand, foot and fingerprints and talk about how they are different.</p> <p>NW1: To talk about how I look after myself and how other people look after me.</p>	<p>NW3: To describe how a marble moves through different liquids.</p> <p>NW2: To identify the sun, moon and stars and talk about how they are different to Earth</p> <p>NW1: To identify differences between night and day</p> <p>NW2: To talk about animals that are active at night</p> <p>NW2: To talk about some differences between being on Earth and Travelling in space.</p>	over time and in different conditions.			living things I encounter in the natural environment.	
<div> <div>Starting point for most children</div> <div>Expressive Arts and Design</div> <div>Progression towards ELG</div> </div>							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Early Learning Goal

<p>Creating with Materials</p> <p>Art/DT</p>	<p>KAPOW Art Drawing: Marvellous Marks</p> <ul style="list-style-type: none"> <li>• Mark making with wax crayons CMI</li> <li>• Mark making with felt tips CMI</li> <li>• Mark making with chalk CMI</li> <li>• Observational pencil drawings CM2</li> <li>• Drawing faces CM2</li> <li>• Drawing faces in colour CM2</li> </ul>	<p>KAPOW Art Painting and mixed media: Paint my world</p> <ul style="list-style-type: none"> <li>• Finger painting CMI</li> <li>• Outdoor painting CMI</li> <li>• Painting to music CMI</li> <li>• Collage and transient art CMI</li> <li>• Landscape collage CMI</li> <li>• Group art CMI</li> </ul> <p>KAPOW DT Seasonal projects:</p> <ul style="list-style-type: none"> <li>• Christmas: sliding Santa chimneys CMI</li> </ul> <p>KAPOW Art Seasonal crafts:</p> <ul style="list-style-type: none"> <li>• Autumn craft: nature wreaths CMI</li> </ul>	<p>KAPOW DT Structures: Junk modelling</p> <ul style="list-style-type: none"> <li>• Exploring junk modelling CMI</li> <li>• Cutting and scissor skills CMI</li> <li>• Choosing resources CMI</li> <li>• Making models CMI</li> <li>• Evaluation and presentation CMI</li> <li>• Temporary joins CMI</li> </ul>	<p>KAPOW Art Craft and design: Let's get crafty</p> <ul style="list-style-type: none"> <li>• Cutting skills CMI</li> <li>• Threading skills CMI</li> <li>• Joining materials CMI</li> <li>• Paper snakes CMI</li> <li>• Flower designs CMI</li> <li>• Tissue paper flowers CMI</li> </ul> <p>KAPOW DT Seasonal projects:</p> <ul style="list-style-type: none"> <li>• Easter: Hanging egg decoration CMI</li> </ul> <p>KAPOW Art Seasonal crafts:</p> <ul style="list-style-type: none"> <li>• Spring craft: petal mandala suncatchers CMI</li> </ul>	<p>KAPOW DT textiles: bookmarks</p> <ul style="list-style-type: none"> <li>• Exploring threading and weaving CMI</li> <li>• Paper weaving CMI</li> <li>• Sewing with hessian CMI</li> <li>• Designing bookmarks CMI</li> <li>• Creating bookmarks CMI</li> <li>• Evaluating bookmarks CM2</li> </ul>	<p>KAPOW DT structures: boats</p> <ul style="list-style-type: none"> <li>• Waterproof materials CMI</li> <li>• Floating and sinking CMI</li> <li>• Boats CMI</li> <li>• Investigating boats CMI</li> <li>• Designing boats CM2</li> <li>• Creating and testing boats CMI</li> </ul>	<p>Children at the expected level of development will:</p> <p>CMI: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>CM2: Share their creations, explaining the process they have used.</p> <p>CM3: Make use of props and materials when role playing characters in narratives and stories.</p>
<p>Being Imaginative and Expressive</p> <p>Music</p>	<p>KAPOW Music Exploring Sound:</p> <ul style="list-style-type: none"> <li>• Vocal sounds BIE2</li> <li>• Body sounds BIE2</li> </ul>	<p>KAPOW Music Celebration Music:</p> <ul style="list-style-type: none"> <li>• Diwali music BIE3</li> <li>• Hanukkah music BIE3</li> </ul>	<p>KAPOW Music: Music and Movement</p> <ul style="list-style-type: none"> <li>• Action songs BIE3</li> <li>• Finding the beat</li> </ul>	<p>KAPOW Music: Music and Movement</p> <ul style="list-style-type: none"> <li>• Exploring tempo BIE3</li> <li>• Exploring tempo</li> </ul>	<p>KAPOW Music: Musical Stories</p> <ul style="list-style-type: none"> <li>• Moving to music BIE3</li> <li>• Using instruments to</li> </ul>	<p>KAPOW Music: Musical Stories</p> <ul style="list-style-type: none"> <li>• Storytelling with actions BIE1</li> <li>• Using</li> </ul>	<p>Children at the expected level of development will:</p> <p>BIE1: Invent, adapt and recount narratives and stories with peers and</p>

	<ul style="list-style-type: none"> <li>Instrumental sounds BIE3</li> <li>Environmental sounds BIE3</li> <li>Nature sounds BIE3</li> </ul> <p>BIE1: To use small word to engage in imaginative play.</p>	<ul style="list-style-type: none"> <li>Traditional Christmas music BIE3</li> </ul> <p>BIE1: To take on different roles within storytelling.</p>	<p>BIE3</p> <p>BIE1: To use small word to engage in imaginative play.</p>	<p>and pitch through dance BIE3</p> <ul style="list-style-type: none"> <li>Music and movement performance BIE3</li> </ul> <p>BIE1: To use small word to engage in imaginative play.</p>	<p>represent characters BIE1</p> <p>BIE1: To take on different roles within storytelling.</p>	<p>instruments to represent actions BIE1</p> <ul style="list-style-type: none"> <li>Musical story composition BIE1</li> <li>Musical story performance BIE1</li> </ul>	<p>their teacher.</p> <p><b>BIE2:</b> Sing a range of well-known nursery rhymes and songs.</p> <p><b>BIE3:</b> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
Curriculum Enrichment	Learning how to use an iPad- navigating around it.	Milton Keynes Theatre visit	<p>KAPOW computing- Programming!: All about instructions:</p> <ul style="list-style-type: none"> <li>Following instructions</li> <li>Giving simple instructions</li> <li>Dressing up instructions</li> <li>Debugging instructions</li> <li>Predictions</li> </ul>	<p>KAPOW computing- Programming VEX:</p> <ul style="list-style-type: none"> <li>Understanding arrows</li> <li>Introducing VEXI23</li> <li>Simple VEXI23 programming</li> <li>Understanding algorithms</li> <li>Programming a VEXI23</li> </ul>	<p>Growing butterflies</p> <p>Healthy cooking</p>	<p>Visit to the Zoo</p> <p>KAPOW computing- Data handling: introduction to Data</p> <ul style="list-style-type: none"> <li>Loose parts play</li> <li>Sorting ourselves</li> <li>Yes or no?</li> <li>Creating a branching database</li> <li>Exploring pictograms</li> </ul>	