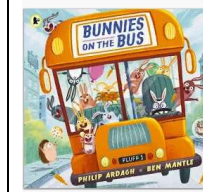
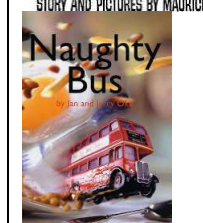
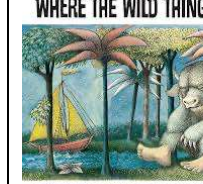
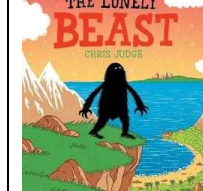
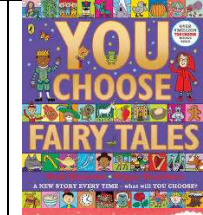
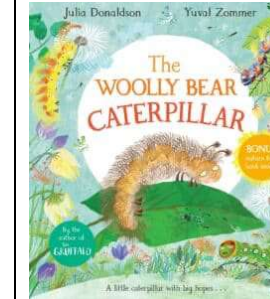
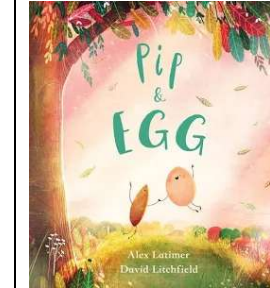
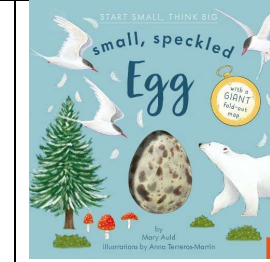
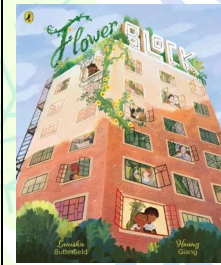
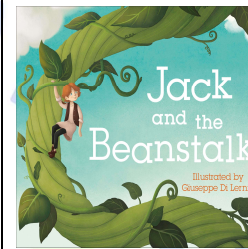
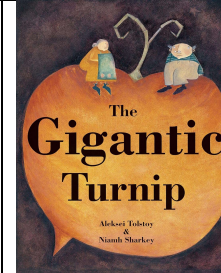
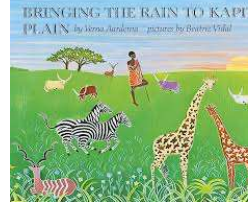
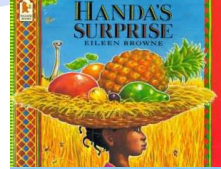
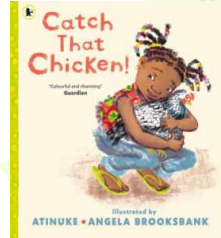
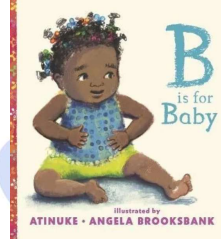
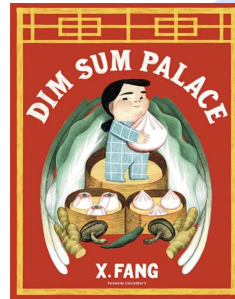
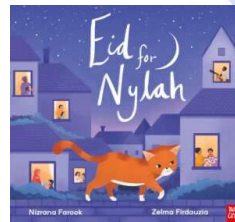
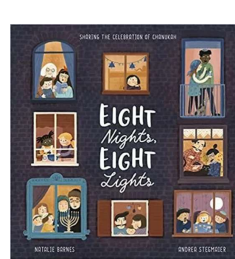
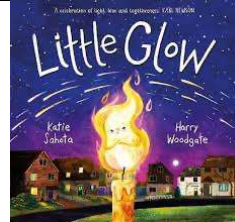
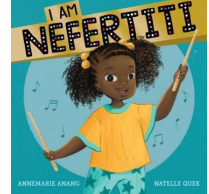
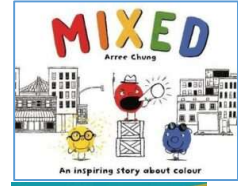
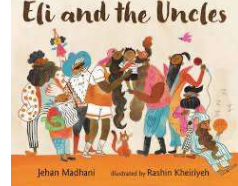
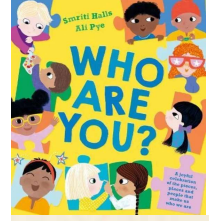
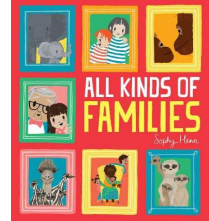
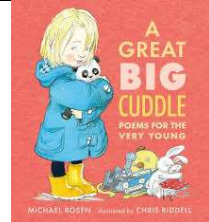


This plan details which learning outcomes will be focused on during the teaching sessions each half term. This is a guide and is subject to change depending on the interests and learning stages of the children.

See weekly provision planning for both indoors and outdoors and learning objectives/ideas within Development Matters.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main topic	Special me, special you!	Let's Celebrate!	Our Wonderful World!	Magical growth!	Circle of Life	Let's go on an adventure!
<p>Core Texts</p> <p>See separate reading spines for more information about books, repeated reads, poems etc.</p>						

Suggested supplementary texts



Communcation & language

ELG's

Listening, Attention and Understanding ELG 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 ELG 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.

Develop social phrases.
Listen to and talk about stories to build familiarity and understanding.
Engage in story times.
Learn rhymes, poems and songs.
Listen carefully to rhymes and songs, paying attention to how they sound.
Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
Learn new vocabulary.
Use new vocabulary through the day.
Use new vocabulary in different contexts.

Understand how to listen carefully and why listening is important.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Engage in non-fiction books.
Ask questions to find out more and to check they understand what has been said to them.

Connect one idea or action to another using a range of connectives.
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Articulate their ideas and thoughts in well-formed sentences.
Describe events in some detail.

Refer to the early learning goals.

Universally Speaking

By five years, children can have conversations; they know lots of words and can use longer sentences, though they still might make some little mistakes, which is fine. Can they organise their thoughts and put longer sentences together? Can you usually understand what they are saying? Do they regularly get frustrated or give up trying to tell you something? Do they regularly forget the words or miss out important pieces of information? Do they sound muddled and disorganised in their talking? If so, they may be struggling.

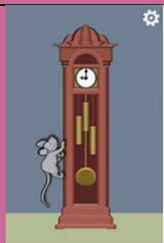
Check out children's understanding. Can they listen for instructions while they are busy with something else? E.g. Ask them to get their coat and shoes while they are playing (not TV or computer, they are too absorbing). Are they beginning to get the idea of time? E.g. "Mummy will be here after lunch." Do they understand a longer list of instructions? E.g. "First get your lunchbox, then sit at the red table." Note if they have to watch another child in order to know what to do, rather than understanding it themselves. This might indicate difficulties in hearing or understanding.

There will be times when five year olds will be happy to play alone, with adults, or with other children. Do they talk with other children and join in with group conversations and games? Are there any children who seem isolated? Check it out further. Talk to children about what they enjoyed most in a day – these conversations often include different games or activities they play with friends.

Nursery Rhymes



Link with being healthy/people who help us Miss Polly had a dolly



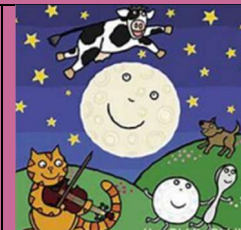
Link to time Hickory dickory dock



Traditional Jack and Jill



Count up to 10 One, two buckle my shoe



Nonsense/humour Hey Diddle, diddle



Prepositional language The Grand Old Duke of York

Personal, social & emotional

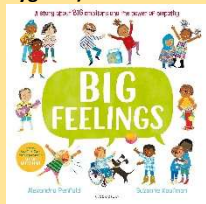
ELG's

Self-Regulation ELG 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.

Managing Self ELG 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.

Building Relationships ELG 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.

Build constructive and respectful relationships.
Identify and moderate their own feelings, socially and emotionally.
Know and talk about the different factors that support their overall health and wellbeing:
-regular physical activity
-being a safe pedestrian
Manage their own needs (Personal hygiene)



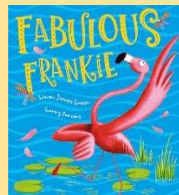
How can I make new friendships?

I can name my friends and I know what they like & dislike.

When I walk to the library, I know how to stay safe by the roadside.

See themselves as a valuable individual.

Think about the perspectives of others.

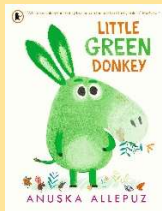


Why am I important?

How do some people celebrate Diwali?

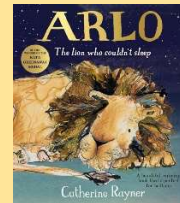
How do some people celebrate Christmas?

Know and talk about the different factors that support their overall health and wellbeing:
• healthy eating
• toothbrushing
Show resilience and perseverance in the face of challenge.



What can I do to help my body to stay healthy?

Know and talk about the different factors that support their overall health and wellbeing:
• sensible amounts of 'screen time'
• having a good sleep routine



How can I help the wider environment?

What happens if we don't look after living things?

Express their feelings and consider the feelings of others.

Why is teamwork important?

-Team games
-Team problem solving

Refer to the early learning goals.

Am I ready for Year 1?

Perseverance, independence, resilience.
Learning to fail, learning to succeed.

Physical	<p>ELG's</p> <p>Gross Motor Skills ELG Children at the expected level of development will: • 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>Fine Motor Skills ELG 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>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes.</p> <p>Further develop and refine a range of ball skills including: throwing, catching.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop and refine a range of ball skills including: batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Confidently and safely use a range of large and small apparatus outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Further develop and refine a range of ball skills including: kicking, passing and aiming.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Progress towards a more fluent style of moving with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently use a range of large and small apparatus inside, alone and in a group.</p>	<p>Refer to the early learning goals.</p>
	<p>Daily handwriting practice.</p> <p>Complete scissor activities to develop our fine motor skills e.g. follow the line, dinosaur plates, pumpkin lanterns.</p>	<p>Daily handwriting practice.</p> <p>Use large bat and balls to refine batting skills.</p>	<p>Daily handwriting practice.</p> <p>Obstacle courses.</p>	<p>Daily handwriting practice.</p> <p>Preparation and participation in the Wakefield virtual multi-skills competition.</p>	<p>Daily handwriting practice.</p> <p>PE in the hall – Movement skills.</p>	<p>Daily handwriting practice.</p> <p>Sports Day.</p>

Literacy	ELG's				
<p>Comprehension ELG 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>Word Reading ELG 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>Writing ELG 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>Read individual letters by saying the sounds for them. Form lower-case letters correctly. Blend sounds into words so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in their word reading, their fluency and their enjoyment.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>		<p>Refer to the early learning goals.</p>
<p>Phonics</p> <p>Read 16 single-letter Set 1 sounds</p>	<p>Phonics</p> <p>Read all 25 Set 1 single letter sounds Blend sounds into words orally</p>	<p>Phonics</p> <p>Read all 25 Set 1 single letter sounds Blend sounds to read words Read short Ditty stories</p>	<p>Phonics</p> <p>Read 31 sounds (Set 1 Special Friends) Read Red Storybooks</p>	<p>Phonics</p> <p>Read 35 sounds (4 double consonants) Read Green Storybooks</p>	<p>Phonics</p> <p>Read 41 sounds (first 6 Set 2 sounds) Read Green Storybooks</p>
<p>Writing</p> <p>Words, lists, cards and captions</p> <p>Writes their name independently</p> <ul style="list-style-type: none"> • Form the capital letter at the start of their name correctly • Form some recognisable letters • Spell CVC words using Fred Fingers 	<p>Writing</p> <p>Words, lists, cards and captions</p> <p>Form capital letters correctly in words that are important to them e.g. family names</p> <ul style="list-style-type: none"> • Form some recognisable letters • Begin to write simple labels and captions 	<p>Writing</p> <p>Simple sentences</p> <p>Action Words (High frequency words introduced)</p> <p>Begin to combine words to write short phrases</p> <ul style="list-style-type: none"> • Spell words confidently using Fred Fingers • Form letters with increasing accuracy 	<p>Writing</p> <p>Simple sentences</p> <p>Action Words</p> <p>Spell a range of words using single sounds and taught special friends</p> <ul style="list-style-type: none"> • Form letters with increasing accuracy • Write simple phrases with increasing confidence, using Fred Fingers to help sound out words 	<p>Writing</p> <p>Sentences using high frequency words</p> <p>Be able to form lower-case and some capital letters correctly</p> <ul style="list-style-type: none"> • To begin to write simple sentences that can be read by others • Begin to spell some common exception words correctly 	<p>Writing</p> <p>Sentences using high frequency words</p> <ul style="list-style-type: none"> • Use a capital letter and full stop when writing sentences. • Re-read their writing to check that it makes sense. • Spell a range of common exception words correctly

Number ELG 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 ELG 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.

Count objects, actions and sounds. Continue, copy and create repeating patterns.

Count beyond ten. Compare numbers. Explore the composition of numbers to 10. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers.

Subitise.

Automatically recall number bonds for numbers 0-5.

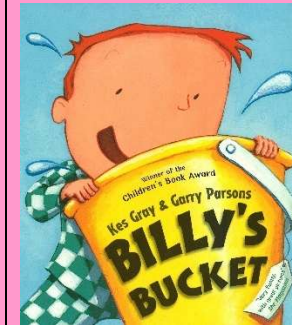
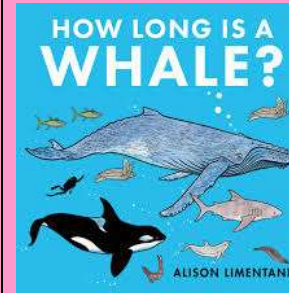
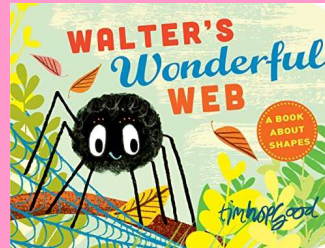
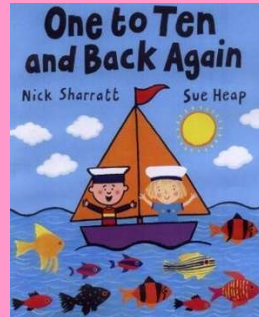
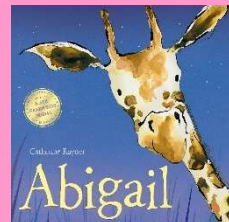
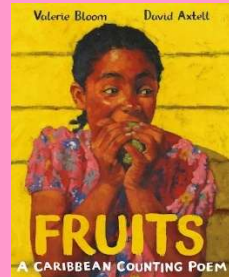
Select, rotate and manipulate shapes to develop spatial reasoning skills.

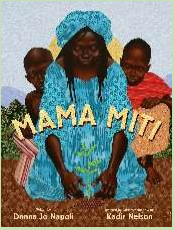
Compose & decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.

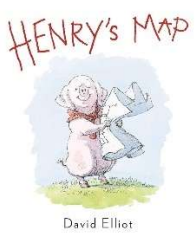
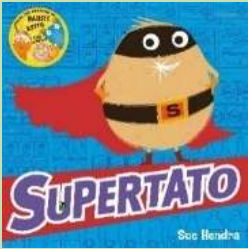
Automatically recall number bonds some to 0–10. Compare length.

Compare weight and capacity.

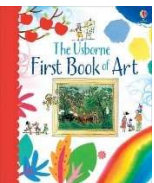
Refer to the early learning goals.



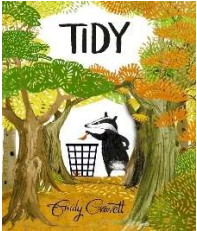
<p>Understanding the world</p>	<p style="text-align: center;"><u>ELG's</u></p> <p>Past and Present ELG Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and 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>People Culture and Communities ELG 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>The Natural World ELG 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>History (UTW)</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>How has my family changed over time? Look at photographs of my parents when they were babies to now (Past/present)</p>	<p>Family traditions – Children to share how they celebrate at home – Through photos, drawings or circle time.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Study significant person: Mama Miti (First African lady to win Nobel Peace Prize – Encouraging the planting of forests in Kenya. 1940-2011) Compare with King Charles/David Attenborough (Current significant person)</p> 	<p>Verbal recounts of specific event special to each child e.g. World Book day/School visits/Home experiences etc.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Photographs of farming from past and present.</p>	<p>Refer to the early learning goals.</p> <p>Looking back on the year, using class floor books as a source.</p>
<p>Geography (UTW)</p>	<p>My school and my local area: Children to name different parts of the local community from first hand experience (Walking to Stanley library).</p>	<p>My local area: Children to name different parts of the local community from first hand experience (Walking to the care home).</p>	<p>Draw information from a simple map. Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>My local area: Children to name different parts of the local community from first hand experience (Visiting Wakefield Cathedral).</p>	<p>Field trip to the farm.</p>	<p>Refer to the early learning goals.</p> <p>My local area: Children to name different parts of the local community from first hand experience (Visiting Stanley Marsh).</p>

			 <p>Locate Africa & UK Revisit learning on Arctic and Antarctic (From Nursery) and compare this learning with Africa.</p> <p>1st hand source (Mrs Mienie) to present and then be interviewed by the children about her own experiences of Africa to enhance new learning)</p>			
<p>Science (UTW)</p>	<p>Describe what they see, hear and feel whilst outside. Explore the natural world around them.</p>	<p>Identify and name 'holly' (Forest school objective)</p>		<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Planting seeds.</p>	<p>Naming of farm animals and their offspring.</p> <p>Life cycle of a hen.</p> <p>Life cycle of a seed (Wheat)</p> <p>Observational drawings of animals.</p> <p>Planting potatoes.</p>	<p>Refer to the early learning goals.</p> <p>Life cycle of a frog.</p> <p>We will monitor the growth of the seeds/food we have planted.</p> <p>We will harvest our food and demonstrate the processes that happen whilst we are cooking food.</p>  <p>We will make 'jelly traps/ice traps' to consolidate deepen our knowledge about changing states of matter.</p>

	<p>Seasonal focus (UTW)</p> <p>Winter</p> <p>Autumnal walk, collection of items from the school grounds.</p> <p><u>Vocabulary:</u></p> <p>Golden leaves, pumpkins, animals beginning to shelter, wind/colder nights.</p>	<p>Seasonal focus (UTW)</p> <p>Winter</p> <p>Observational drawings of seasonal poinsettias.</p> <p><u>Vocabulary:</u></p> <p>Snow, ice, clothing to keep us warm.</p>	<p>Seasonal focus (UTW)</p> <p>Spring</p> <p>Observational drawings – Spring flowers.</p> <p><u>Vocabulary:</u></p> <p>Daffodils, blossom, animals waking up.</p>	<p>Seasonal focus (UTW)</p> <p>Spring</p> <p>STEM ambassador visit to talk about the effects of changing seasons on a farm.</p> 	<p>Seasonal focus (UTW)</p> <p>Summer</p> <p>Recognising the changes that we have during this season – Sun safety.</p> <p><u>Vocabulary:</u></p> <p>Sunshine, suncream, sunglasses</p>	<p>Seasonal focus (UTW)</p> <p>Summer</p> <p>Allotment – Potato harvesting.</p>
<p>RE (UTW)</p>	<p><u>See NATRE, RE scheme:</u> Why is the word God so important to Christians? (Creation)</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><u>See NATRE, RE scheme:</u> Why do Christians perform nativity plays at Christmas? Why is Christmas special for Christians? (Incarnation)</p> <p>Make Diwali lamps Christmas crafts (EAD link)</p>	<p>Understand that some places are special to members of their community.</p> <p><u>See NATRE, RE scheme:</u> Being special: Where do we belong? (Thematic)</p>  <p>Chinese new year.</p>	<p><u>See NATRE, RE scheme:</u> Why do Christians put a cross on their Easter garden? Why is Easter special to Christians? (Salvation)</p> <p>Visit a place of worship e.g. Wakefield Cathedral.</p>	<p><u>See NATRE, RE scheme:</u> Which places are special and why? (Thematic)</p>	<p>Refer to the early learning goals.</p> <p><u>See NATRE, RE scheme:</u> Which stories are special and why? (Thematic)</p>

<p>Expressive arts & design</p>	<p style="text-align: center;">ELG's</p> <p>Creating with Materials ELG 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.</p> <p>Being Imaginative and Expressive ELG 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.</p> <p>Throughout Reception, children will:</p> <p>Develop storylines in their pretend play.</p> <p>Adapt and recount narratives and stories with peers and their teacher.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>					
<p>Art (EAD)</p> 	<p>In art throughout Reception, children will:</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Creativity/ Elements:</p> <p>Self portraits: -use observational skills to draw with increasing detail using pencils/pens.</p> <p>Friend portraits: - use observational skills to draw with increasing detail using pencils/pens.</p> <p>Experiment with mixing one colour of powder paint.</p>	<p>Creativity/ Elements:</p> <p>Observational drawings and watercolour paintings of plants (Poinsettias/ Holly)</p> <p>Experiment with mixing two colours of powder paint e.g blue and yellow to make green (For the leaves)</p>	<p>Creativity:</p> <p>African pattern printing.</p> <p>Kente/Ankara designs.</p>	<p><u>Charcoal/Collage TBC</u></p>	<p>Creativity/ Artist Knowledge:</p> <p>Children to mark make their thoughts based on aerial views of farms using mixed media. Look at artist Rebecca Vincent and use charcoal/ pastels/ paint to create own versions based on her work. Group work opportunity and evaluation.</p>	<p>Refer to the early learning goals.</p> <p>Creativity/ Artist Knowledge</p> <p>Children to use natural materials to create sculptural art pieces with influence from artist Andy Goldsworthy. Group work opportunity and evaluation.</p>
<p>DT (EAD)</p>	<p>Children to create structures using blocks and construction sets for a purpose. Children to test and evaluate through their own explorations in provision areas. Children to have exposure to images of buildings in the local area so that these can influence them to make their own representations/ designs.</p>	<p>Children to use clay to create a Diwali lamp structure. Children to develop their product and use shaping techniques to ensure that a small candle will fit inside.</p> <p>Children to be supported in making a mango lassi and taste test it to decide if they like it or not. Children to</p>	<p>Textiles: Children to look at good African Kente paper weaving designs & understand the technique of weaving. Children to complete own weaving designs based on this knowledge.</p>	<p>Children to be shown good design examples of plant markers. Thinking about the size, material & writing on it. Children to use a template to design their own plant marker.</p>	<p>Children to be supported in using farmed foods to bake bread/fruit crumble. Children to taste test it to decide if they like it or not. Children to understand the importance of hygiene & food preparation (Clean surfaces/ Washing hands/ not sneezing etc.) Whilst making food items.</p>	<p>Refer to the early learning goals.</p> <p>Children to be supported in making their own potato salad with the harvested crop. Children to taste test it to decide if they like it or not. Children to understand the importance of hygiene & food preparation (Clean</p>

		<p>understand the importance of hygiene & food preparation (Clean surfaces/ Washing hands/ not sneezing etc.) Whilst making food items.</p> <p>Christmas crafts, including Christmas cards.</p>				surfaces/ Washing hands/ not sneezing etc.) Whilst making food items.
Music (EAD)	<p><u>See Charanga Musical School Scheme:</u></p> <p>Find the pulse in different ways (marching, jumping, blinking).</p> <p>Explore and engage in music-making and dance, performing solo or in groups.</p> <p>1. Notice and encourage children to keep a steady beat.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Participate in a Christmas performance – for the whole school, parents and carers.</p> <p>Visit the local care home and share songs with the residents.</p> <p><u>See Charanga Musical School Scheme:</u></p> <p>Move to the pulse and respond to a musical sound to stop, start or raise arms. Move, dance and respond with their bodies in the character of the music.</p> <p>Explore and engage in music-making and dance, performing solo or in groups.</p> <p>2. Play movement and listening games that use different sounds for different movements.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen to a range of music styles – Traditional/Modern African music (Afrikana Kids) to view performance art.</p> <p><u>See Charanga Musical School Scheme:</u></p> <p>Copy clapping back rhythms from the song. Create own rhythms from words.</p> <p>Explore and engage in music-making and dance, performing solo or in groups.</p> <p>3. Model how to tap rhythms to accompany words.</p>	<p><u>See Charanga Musical School Scheme</u></p> <p>Finding the pulse in whatever way you choose; perhaps be an animal like a monkey or march like a soldier. Move to the pulse and respond to a musical sound to stop, start or raise arms.</p> <p>Explore and engage in music-making and dance, performing solo or in groups.</p> <p>4. Play music with a pulse for children to move in time with and encourage them to respond to changes.</p>	<p><u>See Charanga Musical School Scheme:</u></p> <p>Add pitch to the words and phrases used in the Games Track Musical Activities 2 rhythm games. Compose a section with the song. Compose a rhythm or a simple melody using two pitched notes. Compose the 1 or 2-note tune with one person at the whiteboard. Encourage all children to put forward their ideas.</p> <p>Explore and engage in music-making and dance, performing solo or in groups.</p> <p>5. Encourage children to create their own music.</p>	<p>Refer to the early learning goals.</p> <p><u>See Charanga Musical School Scheme</u></p> <p>Freestyle or choreograph your own dance.</p> <p>Explore and engage in music-making and dance, performing solo or in groups.</p> <p>6. Encourage children to choreograph their own dance moves.</p>

	Vocabulary: Pulse/beat Rhythm Tempo Timbre (the quality and character of the sound)	Vocabulary: Pulse/beat Rhythm Tempo Timbre (the quality and character of the sound)	Vocabulary: Pulse/beat Rhythm Tempo Timbre (the quality and character of the sound)	Vocabulary: Pulse/beat Rhythm Tempo Timbre (the quality and character of the sound)	Vocabulary: Pulse/beat Rhythm Tempo Timbre (the quality and character of the sound)	Vocabulary: Pulse/beat Rhythm Tempo Timbre (the quality and character of the sound)
Visits/Visitors	Librarian/Library -Professional roles to visit the class e.g. visit from Doctor/School nurse/Police. How does this professional help the wider community?	Care home	Mrs Mienie to talk about her own life experiences in South Africa.	STEM ambassador Visit to a place of worship e.g. Wakefield Cathedral.	Farm	Stanley Marsh
LEAF (Linking environment and farming) Ideas	As detailed above (UTW) "Describe what they see, hear and feel whilst outside. Explore the natural world around them." Use the following book to think about how the environment can change due to human influence. 	'Cultural celebrations' booklet, page 8 Diwali recipe ideas: Mango lassi, chapatis, coconut ice. Diwali activities: Paper lanterns, rangoli patterns using items from the natural environment, rangoli patterns on stones. Page 9 – Diva lamps.	Looking closely at the food that can be grown in other countries.	STEM ambassador visit in school with a focus on how seasons effect the life on a farm.	Farming topic with a visit to a working farm.	'Helping Everyone Eat Better' Booklet - Amend to suit age group: Page 13 Potato obstacle course experiment Page 34 Caring for potatoes, avoiding waste Page 36 Super potatoes!
Special days	Rosh Hashanah Yom Kippur Sukkot Black History Month (Oct) Anti Bullying week	Remembrance (Nov) Diwali Hanukkah Advent Christmas	Safer internet day Children's mental health week Chinese New Year	World Book Day Holi Ramadan British science week	Vaisakhi 13 th /14 th April	National School Sports week
Assessments	RBA for Reception and Baselines RWI assessments	RWI assessments	RWI assessments	RWI assessments	RWI assessments	RWI assessments ELG submission