

## Year R Curriculum Map Medium Term Plan 2022-2023

### Autumn Term One – What's your favourite fairy-tale?

| SUBJECT                           | NATIONAL CURRICULUM OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | LEARNING JOURNEY IDEAS                                                                                                                                                                                                                                                                                                                                                     |
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| <b>History (UTW)</b>              | <p><b>Past and Present</b> – Talk about the lives of the people around them and their roles in society.<br/>           Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br/>           Understand the past through settings, characters and events, encountered in books read in class and storytelling.</p> <p>Talk about family and community.<br/>           Name and describe familiar people.<br/>           Comment on past situations – pictures.<br/>           Compare and contrast characters.</p> | <p>Reading and comparing traditional and modern stories – Little red riding hood, Cinderella.</p> <p>Circle time – talking about family members and friends – their nursery / pre-school.</p> <p>Comparing characters.</p> <p>People that help us – firemen, policemen, nurses and doctors etc.</p> <p>Firework night – explain why we celebrate and how we stay safe.</p> |
| <b>Geography (UTW)</b>            | <p><b>The Natural World</b> – Explore the natural world around them.<br/>           Know some similarities and differences between the natural world and contrasting environments.<br/>           Understand some important processes and changes in the natural world around them – seasons.</p> <p><b>People, culture and communities</b> - Describe their immediate environment.<br/>           Draw info from a map</p>                                                                                                                                                                          | <p><b>Forest school ideas – Leaf Fairies, Dream Catchers, Decorate Wands</b></p> <p>Exploring pumpkins and bug hunts.</p> <p>Listening to sounds they can hear in the outside area.</p> <p>Can the children create a map together of the school area – school walk.</p> <p>Firework night – how to stay safe and warm. Changes in weather.</p>                             |
| <b>RE (UTW)</b>                   | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Expressive Arts and Design</b> | <p><b>Creating with materials</b> –<br/>           Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br/>           Share their creations, explaining the processes they have used.<br/>           Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being imaginative and expressive</b> –</p>                                                                                                                                                                    | <p>Colour mixing</p> <p>Play dough</p> <p>Exploring painting with different materials – veg printing etc.</p> <p>Dressing up in costumes when in the role play area.</p>                                                                                                                                                                                                   |

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|             | <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and try to move in time with music.</p> <p>Move to and talk about music.</p> <p>Watch and talk about dance / performance – feelings and responses.</p> <p>Sing in a group / alone – pitch and melody.</p> <p>Explore music making and dance.</p>                                                                                                                                                                                                                                                                                                                     | <p>Listening to stories, retelling fairy tales and nursery rhymes.</p> <p>Sing and dance to nursery rhymes.</p> <p>Use instruments to explore sounds.</p> <p>Can the children move in time to music – musical chairs, patterns etc.</p>                                                                                                                                                                                                                                                                                                 |
| <b>RHE</b>  | <p>To recognise some feelings.</p> <p>To recognise that their behaviour affects other people, especially when angry.</p> <p>To begin to have identified some of their feelings and recognised some of the ways they express them.</p> <p>To recognise how our feelings can influence our friendships.</p> <p>To realise that their behaviour (words and actions) can affect other people.</p>                                                                                                                                                                                                                                                                                                                                                                                  | <p>Myself and others</p> <p>Exploring emotions – what makes you happy / what makes you sad.</p> <p>Making pancake faces.</p>                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>PSED</b> | <p><b>Self-Regulation -</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>See themselves as a variable individual.</p> <p>Identify and moderate their own feelings socially and moderately.</p> <p><b>Managing Self -</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> | <p>Making pancake faces.</p> <p>Exploring emotions – Emotion wall chart. Children are able to move their pictures to the emotion they are currently feeling.</p> <p>Exploring how to be a kind friend – encouraging others to join in, writing to persuade an alien to join school, and sharing.</p> <p>Building focus and engagement on the carpet – focus and attention games.</p> <p>Providing reward when completing tasks to encourage resilience.</p> <p>Encourage children to have a go first, show them what they could do.</p> |

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|                                   | <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.<br/>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.<br/>Know and talk about health and wellbeing (Physical activity, healthy eating, tooth brushing, screen time, sleep, and safe pedestrian).<br/><b>Building Relationships –</b><br/>Work and play cooperatively and take turns with others.<br/>Form positive attachments to adults and friendships with peers.<br/>Show sensitivity to their own and to others' needs.<br/>Build constructive and respectful relationships.<br/>Express their feelings and consider the feelings of others.</p>                                                                                                                                                                                              | <p>Create class rules – how to be a respectful learner and how to be a kind friend.</p> <p>Exploring healthy eating – sorting different foods. Hungry Caterpillar, making healthy food throughout the year.</p> <p>Encouraging independence to dress themselves – dressing up games and dressing teddy bears.</p> <p>Tooth brushing – brushing fake teeth. Dentist role play area.</p> <p>Screen time – Computing.</p> <p>Turn taking and sharing games.</p> <p>Circle times.</p> <p>Model how to make friends and be a kind friend – writing links in English.</p>                             |
| <b>Communication and Language</b> | <p><b>Listening, Attention and Understanding -</b><br/>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.<br/>Make comments about what they have heard and ask questions to clarify their understanding.<br/>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.<br/>Understand how to listen carefully and why listening is important.<br/>Learn new vocabulary and use throughout the day.<br/>Ask questions to find out more and understood what has been said to them.<br/>Engage in story times, retell stories.<br/>Listen carefully to rhymes and how they sound.<br/>Learn rhymes, poems and songs.<br/><b>Speaking –</b><br/>Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.</p> | <p>Daily story times, asking and answering questions. Group and whole class discussions. Speaking 1-1 when working with a child about the story.</p> <p>Sharing new vocabulary and explaining meaning – model the vocabulary to the children. Have the vocabulary accessible in the classroom – reading area, role play area, displays and tuff trays etc.</p> <p>Model retelling stories and poems. Practising songs with the children.</p> <p>Encourage children to engage with discussions.</p> <p>Model correct language back to the child – questioning to extend children's language.</p> |

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|                                          | <p>Offer explanations for why things might happen, making use of recently extended vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making full use of conjunctions with modelling and support from their teacher.</p> <p>Describe events in some detail.</p> <p>Develop social phrases.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                    |
| <p><b>PE (Physical Development).</b></p> | <p><b>Gross Motor Skills -</b><br/> Negotiate space and obstacles safely, with consideration for themselves and others.<br/> Demonstrate strength, balance and coordination when playing.<br/> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.<br/> Develop overall body strength, co-ordination, balance and agility.<br/> Progress more fluent movement styles – control and grace.<br/> Revisit and refine movement skills already acquired.<br/> Ball skills.<br/> Core muscles to achieve good posture good posture.<br/> Combine movement with ease.<br/> Confidently use a range of apparatus.<br/> Lining up and queuing.<br/> <b>Fine Motor Skills -</b><br/> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.<br/> Use a range of small tools, including scissors, paintbrushes and cutlery.<br/> Begin to show accuracy and care when drawing.<br/> Develop foundations of handwriting.</p> <p><b>Get set 4 PE –</b><br/> I can demonstrate balance.<br/> I can make independent choices.</p> | <p>Fine motor skills – peg boards, threading, pinchy fingers, letter formation and mark making.<br/> See get set 4 PE scheme planning – An introduction to PE.</p> |

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|                              | <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I play co-operatively and take turns with others.</p> <p>I use movement skills with developing balance and co-ordination.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                              |
| <b>Computing – E-Safety.</b> | <p><b>Self-Image and Identity</b></p> <p><b>I can recognise, online or offline, that anyone can say 'no' – 'please stop' – 'I'll tell' – 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</b></p> <p><b>Online Relationships</b></p> <p><b>I can recognise some ways in which the internet can be used to communicate.</b></p> <p><b>Online Reputation</b></p> <p><b>I can identify ways that I can put information on the internet.</b></p> <p><b>Online Bullying</b></p> <p><b>I can describe ways that some people can be unkind online.</b></p> <p><b>Managing Online Information</b></p> <p><b>I can talk about how to use the internet as a way of finding information online.</b></p> <p><b>Health, well-being and Lifestyle</b></p> <p><b>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</b></p> <p><b>Privacy and Security</b></p> <p><b>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</b></p> <p><b>Copyright and Ownership</b></p> <p><b>I know that work I create belongs to me.</b></p> | See Project Evolve Planning. |

## Autumn Term Two – What changes in our environment can you see?

| SUBJECT                | NATIONAL CURRICULUM OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | LEARNING JOURNEY IDEAS                                                                                                                                                                                                                                                                                                                                            |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>History (UTW)</b>   | <p><b>Past and Present</b> – Talk about the lives of the people around them and their roles in society.<br/>           Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br/>           Understand the past through settings, characters and events, encountered in books read in class and storytelling.</p> <p>Talk about family and community.<br/>           Name and describe familiar people.<br/>           Comment on past situations – pictures.<br/>           Compare and contrast characters.</p>                         | <p>Discuss how we celebrate Christmas / holidays and that we may celebrate them differently to other people.</p> <p>Show photos from past and photos from present – what is the same and what is different – Christmas past.</p> <p>Discuss weather changes – snow and ice. How do we stay warm?</p>                                                              |
| <b>Geography (UTW)</b> | <p><b>The Natural World</b> – Explore the natural world around them, making observations and drawings of animals and plants.<br/>           Know some similarities and differences in the natural world around them and contrasting environments.<br/>           Understand some important processes and changes in the natural world around them, including seasons and states of matter.<br/>           Describing what they can see / hear / feel outside.<br/>           Changing seasons.</p> <p><b>People, Culture and Communities</b> - Describe their immediate environment.<br/>           Draw info from a map</p> | <p><b>Forest School Ideas</b> – Bear Hunt, Conker painting, leaf collecting, ice, Christmas pinecones and mobiles.</p> <p>Seasonal changes – Autumn.</p> <p>What do we see in autumn?</p> <p>Autumn walk to collect fallen leaves, pine cones etc.</p> <p>Can the children discuss what they saw on a walk?</p> <p>Bear hunt – can the children create a map?</p> |
| <b>RE (UTW)</b>        | <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class.</p> <p><b>People and Communities</b> - Explain some similarities and differences between life in this country and life in other countries.</p>                                                                                                                                                                                                                                                                                                       | <p>Celebrating Birthdays, Christmas – Jesus' birthday.</p> <p>Nativity story.</p> <p>Diwali</p>                                                                                                                                                                                                                                                                   |

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|                                   | <p>Understanding some places are special to communities.<br/>Different beliefs and celebrations. – Diwali and Christmas</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Expressive Arts and Design</b> | <p><b>Creating with materials –</b><br/>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br/>Share their creations, explaining the processes they have used.<br/>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being imaginative and expressive –</b><br/>Invent, adapt and recount narratives and stories with peers and their teacher.<br/>Sing a range of well-known nursery rhymes and songs.<br/>Perform songs, rhymes, poems and stories with others and try to move in time with music.<br/>Move to and talk about music.<br/>Watch and talk about dance / performance – feelings and responses.<br/>Sing in a group / alone – pitch and melody.<br/>Explore music making and dance.</p> | <p>Colour mixing</p> <p>Play dough</p> <p>Exploring painting with different materials – veg printing etc.</p> <p>Finding natural resources to create pictures with.</p> <p>Dressing up in costumes when in the role play area.</p> <p>Making gingerbread men for Christmas.</p> <p>Listening to stories, retelling familiar stories – bear hunt etc.</p> <p>Sing and dance to nativity songs.</p> <p>Use instruments to explore sounds.</p> <p>Can the children move in time to music – musical chairs, patterns etc.</p> |
| <b>RHE</b>                        | <p>That family and friends care for each other.</p> <p>To have identified family members and friends and the roles that they play.<br/>To know who they can talk to at home and at school</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Family Networks</p> <p>Children to draw a picture of family members – discuss what family members do.</p> <p>How children feel – who safe adults are. – Anti bullying link.</p> <p>Safe adult circles – children to complete who safe people are – themselves, family, friends and emergency services – teachers etc.</p>                                                                                                                                                                                              |
| <b>PSED</b>                       | <p><b>Self-Regulation -</b><br/>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br/>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br/>Give focused attention to what the teacher says, responding appropriately even when engaged in</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Making pancake faces.</p> <p>Exploring emotions – Emotion wall chart. Children are able to move their pictures to the emotion they are currently feeling.</p> <p>Exploring how to be a kind friend – encouraging others to join in, writing to persuade an alien to join school, and sharing.</p>                                                                                                                                                                                                                      |

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|                                   | <p>activity, and show an ability to follow instructions involving several ideas or actions.<br/>See themselves as a variable individual.<br/>Identify and moderate their own feelings socially and moderately.</p> <p><b>Managing Self -</b><br/>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br/>Explain the reasons for rules, know right from wrong and try to behave accordingly.<br/>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.<br/>Know and talk about health and wellbeing (Physical activity, healthy eating, tooth brushing, screen time, sleep, and safe pedestrian).</p> <p><b>Building Relationships -</b><br/>Work and play cooperatively and take turns with others.<br/>Form positive attachments to adults and friendships with peers.<br/>Show sensitivity to their own and to others' needs.<br/>Build constructive and respectful relationships.<br/>Express their feelings and consider the feelings of others.</p> | <p>Building focus and engagement on the carpet – focus and attention games.</p> <p>Providing reward when completing tasks to encourage resilience.</p> <p>Encourage children to have a go first, show them what they could do.</p> <p>Create class rules – how to be a respectful learner and how to be a kind friend.</p> <p>Exploring healthy eating – sorting different foods. Hungry Caterpillar, making healthy food throughout the year.</p> <p>Encouraging independence to dress themselves – dressing up games and dressing teddy bears.</p> <p>Tooth brushing – brushing fake teeth. Dentist role play area.</p> <p>Screen time – Computing.</p> <p>Turn taking and sharing games.</p> <p>Circle times.</p> <p>Model how to make friends and be a kind friend – writing links in English.</p> |
| <b>Communication and Language</b> | <p><b>Listening, Attention and Understanding -</b><br/>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.<br/>Make comments about what they have heard and ask questions to clarify their understanding.<br/>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.<br/>Understand how to listen carefully and why listening is important.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Daily story times, asking and answering questions. Group and whole class discussions. Speaking 1-1 when working with a child about the story.</p> <p>Sharing new vocabulary and explaining meaning – model the vocabulary to the children. Have the vocabulary accessible in the classroom – reading area, role play area, displays and tuff trays etc.</p> <p>Model retelling stories and poems. Practising songs with the children.</p> <p>Encourage children to engage with discussions.</p>                                                                                                                                                                                                                                                                                                     |

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|                                  | <p>Learn new vocabulary and use throughout the day.<br/> Ask questions to find out more and understood what has been said to them.<br/> Engage in story times, retell stories.<br/> Listen carefully to rhymes and how they sound.<br/> Learn rhymes, poems and songs.</p> <p><b>Speaking –</b><br/> Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.<br/> Offer explanations for why things might happen, making use of recently extended vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br/> Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making full use of conjunctions with modelling and support from their teacher.<br/> Describe events in some detail.<br/> Develop social phrases.</p> | <p>Model correct language back to the child – questioning to extend children’s language.</p>                                                            |
| <b>PE (Physical Development)</b> | <p><b>Gross Motor Skills -</b><br/> Negotiate space and obstacles safely, with consideration for themselves and others.<br/> Demonstrate strength, balance and coordination when playing.<br/> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.<br/> Develop overall body strength, co-ordination, balance and agility.<br/> Progress more fluent movement styles – control and grace.<br/> Revisit and refine movement skills already acquired.<br/> Ball skills.<br/> Core muscles to achieve good posture good posture.<br/> Combine movement with ease.<br/> Confidently use a range of apparatus.<br/> Lining up and queuing.</p> <p><b>Fine Motor Skills –</b></p>                                                                                                                                                                          | <p>Fine motor skills – peg boards, threading, pinchy fingers, letter formation and mark making.<br/> See get set 4 PE scheme planning – Ball Skills</p> |

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|                              | <p>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, paintbrushes and cutlery. Begin to show accuracy and care when drawing. Develop foundations of handwriting.</p> <p><b>Get set 4 PE –</b><br/> I can make independent choices.<br/> I can negotiate space safely with consideration for myself and others.<br/> I persevere when trying new challenges.<br/> I play ball games with consideration of the rules.<br/> I play co-operatively and take turns with others.<br/> I use ball skills with developing competence and accuracy.</p>                                                                                                                                                          |                              |
| <b>Computing – E-Safety.</b> | <p><b>Self-Image and Identity</b></p> <p><b>I can recognise, online or offline, that anyone can say ‘no’ – ‘please stop’ – ‘I’ll tell’ – ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</b>Online Relationships</p> <p><b>I can give examples of how I (might) use technology to communicate with people I know.</b><br/> <b>Online Reputation</b></p> <p><b>I can identify ways that I can put information on the internet</b><br/> <b>Online Bullying</b></p> <p><b>I can offer examples of how this can make others feel.</b><br/> <b>Managing Online Information</b></p> <p><b>I can identify devices I could use to access information on the internet,</b><br/> <b>Health, well-being and Lifestyle</b></p> <p><b>I can give some examples of these rules.</b></p> | See Project Evolve Planning. |

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|  | <p><b>Privacy and Security</b></p> <p><b>I can describe who would be trustworthy to share this information with; I can explain why they are trusted,</b></p> <p><b>Copyright and Ownership</b></p> <p><b>I can name my work so that others know it belongs to me.</b></p> |  |
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## Spring Term One – What can you see through a telescope?

| SUBJECT                | NATIONAL CURRICULUM OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | LEARNING JOURNEY IDEAS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>History (UTW)</b>   | <p>Past and Present – Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events, encountered in books read in class and storytelling.</p> <p>Talk about family and community.</p> <p>Name and describe familiar people.</p> <p>Comment on past situations – pictures.</p> <p>Compare and contrast characters.</p> | <p>Look at pictures of rockets – have they changed?</p> <p>Discuss astronauts – what do they do? Show videos of astronauts on the moon / in rockets.</p> <p>Explore magnets – what is magnetic?</p>                                                                                                                                                                                                                                                                                                                                                            |
| <b>Geography (UTW)</b> | <p><b>The Natural World</b> – Explore the natural world around them, making observations and drawings of animals and plants.</p> <p>Know some similarities and differences in the natural world around them and contrasting environments.</p> <p>Understand some important processes and changes in the natural world around them, including seasons and states of matter.</p> <p>Describing what they can see / hear / feel outside.</p> <p>Changing seasons.</p>                                                                                    | <b>Forest School Ideas – Make rockets, Ice, Telescopes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>RE (UTW)</b>        | <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class.</p> <p>Understanding some places are special to communities.</p> <p>Different beliefs and celebrations.</p>                                                                                                                                                                                                                                                                   | <p>Jesus as a story teller.</p> <p><i>The boy who cried wolf, The hare and the tortoise, The three little pigs.</i> Discuss what we learn from the story.</p> <ul style="list-style-type: none"> <li>When Jesus grew up he told many stories. Tell the children some of Jesus' stories, eg: <ul style="list-style-type: none"> <li>The lost coin (Luke 15:8–10)</li> <li>The lost sheep (Matthew 18:10–14/Luke 15:3–7)</li> <li>The good Samaritan (Luke 10:25–37)</li> <li>The wise man and foolish man (Matthew 7:24–27/Luke 6:46–49)</li> </ul> </li> </ul> |

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| <b>Expressive Arts and Design</b> | <p><b>Creating with materials –</b><br/>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br/>Share their creations, explaining the processes they have used.<br/>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being imaginative and expressive –</b><br/>Invent, adapt and recount narratives and stories with peers and their teacher.<br/>Sing a range of well-known nursery rhymes and songs.<br/>Perform songs, rhymes, poems and stories with others and try to move in time with music.<br/>Move to and talk about music.<br/>Watch and talk about dance / performance – feelings and responses.<br/>Sing in a group / alone – pitch and melody.<br/>Explore music making and dance.</p> | <p>Colour mixing – pipettes on cotton pads / marbling planets.</p> <p>Creating their own planets / aliens. Exploring textures of planets.</p> <p>Play dough – moon rocks / craters.</p> <p>Exploring painting with different materials – veg printing etc.</p> <p>Dressing up in costumes when in the role play area.</p> <p>Making star cookies / heart biscuits for valentine's day.</p> <p>Create a junk model space ship or rocket.</p> <p>Listening to stories, retelling familiar stories and songs.</p> <p>Singing and dancing to music.</p> <p>Use instruments to explore sounds – alien sounds.</p> <p>Can the children move in time to music – musical chairs, patterns etc.</p> |
| <b>RHE</b>                        | <p>To appreciate and value their body, its capabilities and uniqueness<br/>To know that humans produce babies that grow into children and then into adults.<br/>To consider the ways they have changed physically since they were born.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Body Awareness</p> <p>Children to sequence the life cycle of a human.</p> <p>Children to compare differences between them as a baby and themselves now.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>PSED</b>                       | <p><b>Self-Regulation –</b><br/>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br/>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br/>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>                                                                                                                                                                                                                                                                                                                                                | <p>Making pancake faces.</p> <p>Exploring emotions – Emotion wall chart. Children are able to move their pictures to the emotion they are currently feeling.</p> <p>Exploring how to be a kind friend – encouraging others to join in, writing to persuade an alien to join school, and sharing.</p> <p>Building focus and engagement on the carpet – focus and attention games.</p>                                                                                                                                                                                                                                                                                                       |

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|                                 | <p>See themselves as a variable individual. Identify and moderate their own feelings socially and moderately.</p> <p><b>Managing Self -</b><br/>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br/>Explain the reasons for rules, know right from wrong and try to behave accordingly.<br/>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.<br/>Know and talk about health and wellbeing (Physical activity, healthy eating, tooth brushing, screen time, sleep, and safe pedestrian).</p> <p><b>Building Relationships -</b><br/>Work and play cooperatively and take turns with others.<br/>Form positive attachments to adults and friendships with peers.<br/>Show sensitivity to their own and to others' needs. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p> | <p>Providing reward when completing tasks to encourage resilience.</p> <p>Encourage children to have a go first, show them what they could do.</p> <p>Create class rules – how to be a respectful learner and how to be a kind friend.</p> <p>Exploring healthy eating – sorting different foods. Hungry Caterpillar, making healthy food throughout the year.</p> <p>Encouraging independence to dress themselves – dressing up games and dressing teddy bears.</p> <p>Tooth brushing – brushing fake teeth. Dentist role play area.</p> <p>Screen time – Computing.</p> <p>Turn taking and sharing games.</p> <p>Circle times.</p> <p>Model how to make friends and be a kind friend – writing links in English.</p> |
| <b>Commination and Language</b> | <p><b>Listening, Attention and Understanding -</b><br/>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.<br/>Make comments about what they have heard and ask questions to clarify their understanding.<br/>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.<br/>Understand how to listen carefully and why listening is important.<br/>Learn new vocabulary and use throughout the day.<br/>Ask questions to find out more and understood what has been said to them.<br/>Engage in story times, retell stories.</p>                                                                                                                                                                                                                                                                                                              | <p>Daily story times, asking and answering questions. Group and whole class discussions. Speaking 1-1 when working with a child about the story.</p> <p>Sharing new vocabulary and explaining meaning – model the vocabulary to the children. Have the vocabulary accessible in the classroom – reading area, role play area, displays and tuff trays etc.</p> <p>Model retelling stories and poems. Practising songs with the children.</p> <p>Encourage children to engage with discussions.</p> <p>Model correct language back to the child – questioning to extend children's language.</p>                                                                                                                        |

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|                                  | <p>Listen carefully to rhymes and how they sound.<br/>Learn rhymes, poems and songs.</p> <p><b>Speaking –</b><br/>Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.<br/>Offer explanations for why things might happen, making use of recently extended vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br/>Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making full use of conjunctions with modelling and support from their teacher.<br/>Describe events in some detail.<br/>Develop social phrases.</p>                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>PE (Physical Development)</b> | <p><b>Gross Motor Skills -</b><br/>Negotiate space and obstacles safely, with consideration for themselves and others.<br/>Demonstrate strength, balance and coordination when playing.<br/>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.<br/>Develop overall body strength, co-ordination, balance and agility.<br/>Progress more fluent movement styles – control and grace.<br/>Revisit and refine movement skills already acquired.<br/>Ball skills.<br/>Core muscles to achieve good posture good posture.<br/>Combine movement with ease.<br/>Confidently use a range of apparatus.<br/>Lining up and queuing.</p> <p><b>Fine Motor Skills –</b><br/>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.<br/>Use a range of small tools, including scissors, paintbrushes and cutlery.<br/>Begin to show accuracy and care when drawing.</p> | <p>Fine motor skills – peg boards, threading, pinchy fingers, letter formation and mark making.</p> <p>See Get set 4 PE planning scheme – Dance<br/>I am confident to try new challenges and perform in front of others.<br/>I can combine movements fluently, selecting actions in response to the task.<br/>I can negotiate space safely with consideration for myself and others.<br/>I follow instructions involving several ideas or actions.<br/>I show respect towards others when providing feedback.<br/>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p> |

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|                                 | Develop foundations of handwriting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |
| <b>Computing –<br/>E-Safety</b> | <p><b>Self-Image and Identity</b></p> <p><b>I can recognise, online or offline, that anyone can say ‘no’ – ‘please stop’ – ‘I’ll tell’ – ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</b></p> <p><b>Online Relationships</b></p> <p><b>I can recognise some ways in which the internet can be used to communicate</b></p> <p><b>Online Reputation</b></p> <p><b>I can identify ways that I can put information on the internet</b></p> <p><b>Online Bullying</b></p> <p><b>I can describe ways that some people can be unkind online.</b></p> <p><b>Managing Online Information</b></p> <p><b>I can talk about how to use the internet as a way of finding information online.</b></p> <p><b>Health, well-being and Lifestyle</b></p> <p><b>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</b></p> <p><b>Privacy and Security</b></p> | See Project Evolve Planning |

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|  | <p><b>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</b></p> <p><b>Copyright and Ownership</b></p> <p><b>I know that work I create belongs to me.</b></p> |  |
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## Spring Term Two – If you were a fish, what fish would you be?

| SUBJECT                           | NATIONAL CURRICULUM OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | LEARNING JOURNEY IDEAS                                                                                                                                                                                       |
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| <b>History (UTW)</b>              | <p><b>Past and Present</b> – Talk about the lives of the people around them and their roles in society.<br/>           Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br/>           Understand the past through settings, characters and events, encountered in books read in class and storytelling.</p> <p>Talk about family and community.<br/>           Name and describe familiar people.<br/>           Comment on past situations – pictures.</p> | <p>Discuss how we celebrate Easter – how other people may celebrate differently.</p> <p>Link to how people previously celebrated Easter and how it has changed – Easter story.</p>                           |
| <b>Geography (UTW)</b>            | <p><b>The Natural World</b> – Explore the natural world around them, making observations and drawings of animals and plants.<br/>           Know some similarities and differences in the natural world around them and contrasting environments.<br/>           Understand some important processes and changes in the natural world around them, including seasons and states of matter.<br/>           Describing what they can see / hear / feel outside.<br/>           Changing seasons.</p>                                                   | <p><b>Forest School Ideas – Water play, make boats to see if they float</b></p> <p>Seasonal changes – winter to spring, ice.</p> <p>Chicken life cycles.</p> <p>Watching videos of fish – under the sea.</p> |
| <b>RE (UTW)</b>                   | <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class.<br/>           Understanding some places are special to communities.<br/>           Different beliefs and celebrations.</p>                                                                                                                                                                                                                                                  | <p>Celebrating new life at Easter.</p> <p>Celebrations.<br/>           Spring as new life – spring walk.<br/>           Easter story.</p>                                                                    |
| <b>Expressive Arts and Design</b> | <b>Creating with materials –</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Colour mixing – creating our own class rainbow fish.</p> <p>Play dough</p>                                                                                                                                |

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|             | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the processes they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being imaginative and expressive –</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and try to move in time with music.</p> <p>Move to and talk about music.</p> <p>Watch and talk about dance / performance – feelings and responses.</p> <p>Sing in a group / alone – pitch and melody.</p> <p>Explore music making and dance.</p> | <p>Exploring painting with different materials – veg printing etc.</p> <p>Dressing up in costumes when in the role play area.</p> <p>Making rainbow fish vegetable pizzas.</p> <p>Creating different sea creatures – junk modelling.</p> <p>Listening to stories, retelling familiar stories.</p> <p>Use instruments to explore sounds.</p> <p>Can the children move in time to music – musical chairs, patterns etc.</p> |
| <b>RHE</b>  | <p>To appreciate and value their body, its capabilities and uniqueness</p> <p>To begin to recognise the proper names for the external parts of the body.</p> <p>To be able to describe some of the functions of some of the parts of the body.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Body Awareness</b></p> <p><b>Learning differences between girls and boys – labelling body parts.</b></p>                                                                                                                                                                                                                                                                                                            |
| <b>PSED</b> | <p><b>Self-Regulation -</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>See themselves as a variable individual.</p> <p>Identify and moderate their own feelings socially and moderately.</p>                                                                                                                                                                                                    | <p>Making pancake faces.</p> <p>Exploring emotions – Emotion wall chart. Children are able to move their pictures to the emotion they are currently feeling.</p> <p>Exploring how to be a kind friend – encouraging others to join in, writing to persuade an alien to join school, and sharing.</p> <p>Building focus and engagement on the carpet – focus and attention games.</p>                                      |

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|                                   | <p><b>Managing Self -</b><br/>         Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br/>         Explain the reasons for rules, know right from wrong and try to behave accordingly.<br/>         Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.<br/>         Know and talk about health and wellbeing (Physical activity, healthy eating, tooth brushing, screen time, sleep, and safe pedestrian).<br/> <b>Building Relationships –</b><br/>         Work and play cooperatively and take turns with others.<br/>         Form positive attachments to adults and friendships with peers.<br/>         Show sensitivity to their own and to others' needs.<br/>         Build constructive and respectful relationships.<br/>         Express their feelings and consider the feelings of others.</p> | <p>Providing reward when completing tasks to encourage resilience.</p> <p>Encourage children to have a go first, show them what they could do.</p> <p>Create class rules – how to be a respectful learner and how to be a kind friend.</p> <p>Exploring healthy eating – sorting different foods. Hungry Caterpillar, making healthy food throughout the year.</p> <p>Encouraging independence to dress themselves – dressing up games and dressing teddy bears.</p> <p>Tooth brushing – brushing fake teeth. Dentist role play area.</p> <p>Screen time – Computing.</p> <p>Turn taking and sharing games.</p> <p>Circle times.</p> <p>Model how to make friends and be a kind friend – writing links in English.</p> |
| <b>Communication and Language</b> | <p><b>Listening, Attention and Understanding -</b><br/>         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.<br/>         Make comments about what they have heard and ask questions to clarify their understanding.<br/>         Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.<br/>         Understand how to listen carefully and why listening is important.<br/>         Learn new vocabulary and use throughout the day.<br/>         Ask questions to find out more and understood what has been said to them.<br/>         Engage in story times, retell stories.<br/>         Listen carefully to rhymes and how they sound.<br/>         Learn rhymes, poems and songs.</p>                                                                                                            | <p>Daily story times, asking and answering questions. Group and whole class discussions. Speaking 1-1 when working with a child about the story.</p> <p>Sharing new vocabulary and explaining meaning – model the vocabulary to the children. Have the vocabulary accessible in the classroom – reading area, role play area, displays and tuff trays etc.</p> <p>Model retelling stories and poems. Practising songs with the children.</p> <p>Encourage children to engage with discussions.</p> <p>Model correct language back to the child – questioning to extend children's language.</p>                                                                                                                        |

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|                                  | <p><b>Speaking –</b><br/> Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.<br/> Offer explanations for why things might happen, making use of recently extended vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br/> Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making full use of conjunctions with modelling and support from their teacher.<br/> Describe events in some detail.<br/> Develop social phrases.</p>                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                            |
| <b>PE (Physical Development)</b> | <p><b>Gross Motor Skills -</b><br/> Negotiate space and obstacles safely, with consideration for themselves and others.<br/> Demonstrate strength, balance and coordination when playing.<br/> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.<br/> Develop overall body strength, co-ordination, balance and agility.<br/> Progress more fluent movement styles – control and grace.<br/> Revisit and refine movement skills already acquired.<br/> Ball skills.<br/> Core muscles to achieve good posture good posture.<br/> Combine movement with ease.<br/> Confidently use a range of apparatus.<br/> Lining up and queuing.<br/> <b>Fine Motor Skills –</b><br/> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.<br/> Use a range of small tools, including scissors, paintbrushes and cutlery.<br/> Begin to show accuracy and care when drawing.<br/> Develop foundations of handwriting.</p> | <p>Fine motor skills – peg boards, threading, pinchy fingers, letter formation and mark making.</p> <p>See Get Set 4 PE planning scheme – Fundamentals</p> |

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|                                    | <p>Get Set 4 PE -</p> <p>I am confident to try new challenges.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I play co-operatively, take turns and encourage others.</p> <p>I play games honestly with consideration of the rules.</p> <p>I use movement skills with developing balance and co-ordination when playing games</p>                                                                                                                                                                                                |                                    |
| <p><b>Computing – E-Safety</b></p> | <p><b>Self-Image and Identity</b></p> <p><b>I can recognise, online or offline, that anyone can say 'no' – 'please stop' – 'I'll tell' – 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</b></p> <p><b>Online Relationships</b></p> <p><b>I can give examples of how I (might) use technology to communicate with people I know.</b></p> <p><b>Online Reputation</b></p> <p><b>I can identify ways that I can put information on the internet</b></p> <p><b>Online Bullying</b></p> <p><b>I can offer examples of how this can make others feel.</b></p> <p><b>Managing Online Information</b></p> | <p>See Project Evolve Planning</p> |

**I can identify devices I could use to access information on the internet,**

**Health, well-being and Lifestyle**

**I can give some examples of these rules.**

**Privacy and Security**

**I can describe who would be trustworthy to share this information with; I can explain why they are trusted,**

**Copyright and Ownership**

**I can name my work so that others know it belongs to me.**

## Summer Term One – How does your garden grow?

| SUBJECT                | NATIONAL CURRICULUM OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | LEARNING JOURNEY IDEAS                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>History (UTW)</b>   | <p><b>Past and Present</b> – Talk about the lives of the people around them and their roles in society.<br/>           Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br/>           Understand the past through settings, characters and events, encountered in books read in class and storytelling.</p> <p>Talk about family and community.<br/>           Name and describe familiar people.<br/>           Comment on past situations – pictures.<br/>           Compare and contrast characters.</p>                                                                                                                                                                                                                    | <p>Discuss how in the past fruits and vegetables were used to dye clothes.</p> <p>Can the children use fruits and vegetables to create paintings?</p> <p>Talk about local community and family – local walk and mapping.</p>                                                                                                                                                                                                                                            |
| <b>Geography (UTW)</b> | <p><b>The Natural World</b> – Explore the natural world around them, making observations and drawings of animals and plants.<br/>           Know some similarities and differences in the natural world around them and contrasting environments.<br/>           Understand some important processes and changes in the natural world around them, including seasons and states of matter.<br/>           Describing what they can see / hear / feel outside.<br/>           Changing seasons.</p> <p><b>People and Communities -</b><br/>           Explain some similarities and differences between life in this country and life in other countries.<br/>           Draw info from a map, understanding some places are special to communities.<br/>           Describe their immediate environment using maps.</p> | <p><b>Forest school Ideas – Planting, digging, spring hunt and bird feeders.</b></p> <p>Seasonal changes – spring, how animals and plants grow and develop.</p> <p>Animal life cycles – chicken, butterfly, frog.</p> <p>Observational drawings of animals or flowers.</p> <p>Different temp in other countries – hotter, different foods, different animals.</p> <p>Local walk – can the children create a map of the local area – school, park, shop, houses etc.</p> |

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| <b>RE (UTW)</b>                   | <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class.</p> <p>Understanding some places are special to communities.</p> <p>Different beliefs and celebrations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Guru Nanak</b></p> <p>Remembering – family members.</p> <p>Story of Guru Nanak.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Expressive Arts and Design</b> | <p><b>Creating with materials –</b><br/> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br/> Share their creations, explaining the processes they have used.<br/> Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being imaginative and expressive –</b><br/> Invent, adapt and recount narratives and stories with peers and their teacher.<br/> Sing a range of well-known nursery rhymes and songs.<br/> Perform songs, rhymes, poems and stories with others and try to move in time with music.<br/> Move to and talk about music.<br/> Watch and talk about dance / performance – feelings and responses.<br/> Sing in a group / alone – pitch and melody.<br/> Explore music making and dance.</p> | <p>Colour mixing – butterflies, printing in half.</p> <p>Play dough</p> <p>Exploring painting with different materials – can we paint with flowers, printing with vegetables and creating paint using fruit / vegetables.</p> <p>Dying flowers different colours.</p> <p>Dressing up in costumes when in the role play area.</p> <p>Listening to stories, retelling familiar stories – Jack and the Bean stalk.</p> <p>Singing and dancing to music.</p> <p>Use instruments to explore sounds.</p> <p>Can the children move in time to music – musical chairs, patterns etc.</p> |
| <b>RHE</b>                        | <p>To understand why hygiene is important</p> <p>Explain why it is important to keep clean.</p> <p>Understand some basic hygiene routines.</p> <p>Understand some areas in which they can look after themselves e.g. dressing and undressing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Hygiene</p> <p>How to stay clean – can we clean the muddy farm animals in a tuff tray?</p> <p>Brushing teeth – link with healthy eating.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>PSED</b>                       | <p><b>Self-Regulation -</b><br/> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Making pancake faces.</p> <p>Exploring emotions – Emotion wall chart. Children are able to move their pictures to the emotion they are currently feeling.</p>                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                   | <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br/>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.<br/>See themselves as a variable individual.<br/>Identify and moderate their own feelings socially and moderately.</p> <p><b>Managing Self -</b><br/>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br/>Explain the reasons for rules, know right from wrong and try to behave accordingly.<br/>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.<br/>Know and talk about health and wellbeing (Physical activity, healthy eating, tooth brushing, screen time, sleep, and safe pedestrian).</p> <p><b>Building Relationships -</b><br/>Work and play cooperatively and take turns with others.<br/>Form positive attachments to adults and friendships with peers.<br/>Show sensitivity to their own and to others' needs.<br/>Build constructive and respectful relationships.<br/>Express their feelings and consider the feelings of others.</p> | <p>Exploring how to be a kind friend – encouraging others to join in, writing to persuade an alien to join school, and sharing.</p> <p>Building focus and engagement on the carpet – focus and attention games.</p> <p>Providing reward when completing tasks to encourage resilience.</p> <p>Encourage children to have a go first, show them what they could do.</p> <p>Create class rules – how to be a respectful learner and how to be a kind friend.</p> <p>Exploring healthy eating – sorting different foods. Hungry Caterpillar, making healthy food throughout the year.</p> <p>Encouraging independence to dress themselves – dressing up games and dressing teddy bears.</p> <p>Tooth brushing – brushing fake teeth. Dentist role play area.</p> <p>Screen time – Computing.</p> <p>Turn taking and sharing games.</p> <p>Circle times.</p> <p>Model how to make friends and be a kind friend – writing links in English.</p> |
| <b>Communication and Language</b> | <p><b>Listening, Attention and Understanding -</b><br/>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.<br/>Make comments about what they have heard and ask questions to clarify their understanding.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Daily story times, asking and answering questions. Group and whole class discussions. Speaking 1-1 when working with a child about the story.</p> <p>Sharing new vocabulary and explaining meaning – model the vocabulary to the children. Have the vocabulary accessible in the classroom – reading area, role play area, displays and tuff trays etc.</p> <p>Model retelling stories and poems. Practising songs with the children.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                                  | <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary and use throughout the day.</p> <p>Ask questions to find out more and understood what has been said to them.</p> <p>Engage in story times, retell stories.</p> <p>Listen carefully to rhymes and how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p><b>Speaking –</b></p> <p>Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently extended vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making full use of conjunctions with modelling and support from their teacher.</p> <p>Describe events in some detail.</p> <p>Develop social phrases.</p> | <p>Encourage children to engage with discussions.</p> <p>Model correct language back to the child – questioning to extend children’s language.</p>  |
| <b>PE (Physical Development)</b> | <p><b>Gross Motor Skills -</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Develop overall body strength, co-ordination, balance and agility.</p> <p>Progress more fluent movement styles – control and grace.</p> <p>Revisit and refine movement skills already acquired.</p> <p>Ball skills.</p> <p>Core muscles to achieve good posture good posture.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Fine motor skills – peg boards, threading, pinchy fingers, letter formation and mark making.</p> <p>See Get Set 4 PE planning scheme - Games</p> |

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|                             | <p>Combine movement with ease.<br/> Confidently use a range of apparatus.<br/> Lining up and queuing.<br/> <b>Fine Motor Skills –</b><br/> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.<br/> Use a range of small tools, including scissors, paintbrushes and cutlery.<br/> Begin to show accuracy and care when drawing.<br/> Develop foundations of handwriting.</p> <p>Get Set 4 PE –<br/> I can negotiate space safely with consideration for myself and others.<br/> I follow instructions involving several ideas or actions.<br/> I play co-operatively, take turns and encourage others.<br/> I play games honestly with consideration of the rules.<br/> I show an understanding of my feelings and can regulate my behaviour.<br/> I use ball skills with developing competence and accuracy.<br/> I use movement skills with developing balance and co-ordination.</p> |                             |
| <b>Computing – E-Safety</b> | <p><b>Self-Image and Identity</b></p> <p><b>I can recognise, online or offline, that anyone can say ‘no’ – ‘please stop’ – ‘I’ll tell’ – ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</b></p> <p><b>Online Relationships</b></p> <p><b>I can recognise some ways in which the internet can be used to communicate.</b></p> <p><b>Online Reputation</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | See Project Evolve Planning |

**I can identify ways that I can put information on the internet**

**Online Bullying**

**I can describe ways that some people can be unkind online.**

**Managing Online Information**

**I can talk about how to use the internet as a way of finding information online.**

**Health, well-being and Lifestyle**

**I can identify rules that help keep us safe and healthy in and beyond the home when using technology.**

**Privacy and Security**

**I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).**

**Copyright and Ownership**

**I know that work I create belongs to me.**

## Summer Term Two – Are you mad about animals?

| SUBJECT                    | NATIONAL CURRICULUM OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | LEARNING JOURNEY IDEAS                                                                                                                                                                                                                                                                        |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| History (UTW)              | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                               |
| Geography (UTW)            | <p><b>The Natural World</b> – Explore the natural world around them, making observations and drawings of animals and plants.<br/>Know some similarities and differences in the natural world around them and contrasting environments.<br/>Understand some important processes and changes in the natural world around them, including seasons and states of matter.<br/>Describing what they can see / hear / feel outside.<br/>Changing seasons.</p> <p><b>People and Communities</b> -<br/>Explain some similarities and differences between life in this country and life in other countries.</p> | <p>Forest School ideas – habitats, make a birds nest, bird feeders, animal feed.</p> <p>Discuss seasonal changes – spring to summer.</p> <p>Different temp in other countries – hotter, different foods, different animals.</p>                                                               |
| RE (UTW)                   | <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class.<br/>Understanding some places are special to communities.<br/>Different beliefs and celebrations.</p>                                                                                                                                                                                                                                                                                                                         | <p>Special clothes</p> <p>What do uniforms mean? When do we wear them?</p> <p>Religious clothing and meaning.</p>                                                                                                                                                                             |
| Expressive Arts and Design | <p><b>Creating with materials</b> –<br/>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br/>Share their creations, explaining the processes they have used.<br/>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being imaginative and expressive</b> –<br/>Invent, adapt and recount narratives and stories with peers and their teacher.</p>                                                                                                                   | <p>Colour mixing – Elmer</p> <p>Exploring rainforest / different climates – painting with different resources.</p> <p>Play dough</p> <p>Exploring painting with different materials – can the children create an animal print?</p> <p>Dressing up in costumes when in the role play area.</p> |

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|             | <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and try to move in time with music.</p> <p>Move to and talk about music.</p> <p>Watch and talk about dance / performance – feelings and responses.</p> <p>Sing in a group / alone – pitch and melody.</p> <p>Explore music making and dance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Making bread rolls shaped like animals – hedgehogs, cat, dog, turtle etc.</p> <p>Listening to stories, retelling familiar stories.</p> <p>Singing and dancing.</p> <p>Use instruments to explore sounds – can you make an animal noise?</p> <p>Can the children move in time to music – musical chairs, patterns etc.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>RHE</b>  | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>PSED</b> | <p><b>Self-Regulation -</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>See themselves as a variable individual.</p> <p>Identify and moderate their own feelings socially and moderately.</p> <p><b>Managing Self -</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Know and talk about health and wellbeing (Physical activity, healthy eating, tooth brushing, screen time, sleep, and safe pedestrian).</p> <p><b>Building Relationships -</b></p> | <p>Making pancake faces.</p> <p>Exploring emotions – Emotion wall chart. Children are able to move their pictures to the emotion they are currently feeling.</p> <p>Exploring how to be a kind friend – encouraging others to join in, writing to persuade an alien to join school, and sharing.</p> <p>Building focus and engagement on the carpet – focus and attention games.</p> <p>Providing reward when completing tasks to encourage resilience.</p> <p>Encourage children to have a go first, show them what they could do.</p> <p>Create class rules – how to be a respectful learner and how to be a kind friend.</p> <p>Exploring healthy eating – sorting different foods. Hungry Caterpillar, making healthy food throughout the year.</p> <p>Encouraging independence to dress themselves – dressing up games and dressing teddy bears.</p> <p>Tooth brushing – brushing fake teeth. Dentist role play area.</p> |

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|                                   | <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Screen time – Computing.</p> <p>Turn taking and sharing games.</p> <p>Circle times.</p> <p>Model how to make friends and be a kind friend – writing links in English.</p>                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Communication and Language</b> | <p><b>Listening, Attention and Understanding -</b></p> <p>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>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary and use throughout the day.</p> <p>Ask questions to find out more and understood what has been said to them.</p> <p>Engage in story times, retell stories.</p> <p>Listen carefully to rhymes and how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p><b>Speaking –</b></p> <p>Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently extended vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making full use of conjunctions with modelling and support from their teacher.</p> <p>Describe events in some detail.</p> | <p>Daily story times, asking and answering questions. Group and whole class discussions. Speaking 1-1 when working with a child about the story.</p> <p>Sharing new vocabulary and explaining meaning – model the vocabulary to the children. Have the vocabulary accessible in the classroom – reading area, role play area, displays and tuff trays etc.</p> <p>Model retelling stories and poems. Practising songs with the children.</p> <p>Encourage children to engage with discussions.</p> <p>Model correct language back to the child – questioning to extend children's language.</p> |

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|                                   | Develop social phrases.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                          |
| <b>PE (Physical Development).</b> | <p><b>Gross Motor Skills -</b><br/> Negotiate space and obstacles safely, with consideration for themselves and others.<br/> Demonstrate strength, balance and coordination when playing.<br/> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.<br/> Develop overall body strength, co-ordination, balance and agility.<br/> Progress more fluent movement styles – control and grace.<br/> Revisit and refine movement skills already acquired.<br/> Ball skills.<br/> Core muscles to achieve good posture good posture.<br/> Combine movement with ease.<br/> Confidently use a range of apparatus.<br/> Lining up and queuing.</p> <p><b>Fine Motor Skills –</b><br/> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.<br/> Use a range of small tools, including scissors, paintbrushes and cutlery.<br/> Begin to show accuracy and care when drawing.<br/> Develop foundations of handwriting.</p> <p>Get Set 4 PE -<br/> I am confident to try new challenges.<br/> I can combine movements, selecting actions in response to the task and apparatus.<br/> I can confidently and safely use a range of large and small apparatus.<br/> I can negotiate space safely with consideration for myself and others.<br/> I follow instructions involving several ideas or actions.<br/> I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.<br/> I work co-operatively with others and take turns.</p> | <p>Fine motor skills – peg boards, threading, pinchy fingers, letter formation and mark making.</p> <p>See Get Set 4 PE planning scheme – Gymnastics</p> |

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| <p><b>Computing – E-Safety</b></p> | <p><b>Self-Image and Identity</b></p> <p><b>I can recognise, online or offline, that anyone can say ‘no’ – ‘please stop’ – ‘I’ll tell’ – ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</b></p> <p><b>Online Relationships</b></p> <p><b>I can give examples of how I (might) use technology to communicate with people I know.</b></p> <p><b>Online Reputation</b></p> <p><b>I can identify ways that I can put information on the internet</b></p> <p><b>Online Bullying</b></p> <p><b>I can offer examples of how this can make others feel.</b></p> <p><b>.Managing Online Information</b></p> <p><b>I can identify devices I could use to access information on the internet      Health, well-being and Lifestyle</b></p> <p><b>I can give some examples of these rules.</b></p> <p><b>Privacy and Security</b></p> <p><b>I can describe who would be trustworthy to share this information with; I can explain why they are trusted,</b></p> <p><b>Copyright and Ownership</b></p> <p><b>I can name my work so that others know it belongs to me.</b></p> | <p>See Project Evolve Planning</p> |
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