



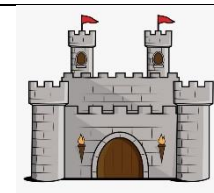











PSED						
	All About Me / Autumn / People Who Help Us	Winter Wonderland	Our World and Beyond	All the Colours of the Rainbow	Once Upon a Time	The Garden of Life
Jigsaw PSHE	BM (Being Me in My World) 'Who am I and how do I fit?'	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships	CM (Changing Me) Coping positively with change
Core Themes	Living in the Wider World		Health and Wellbeing		Relationships	
	<b>Pupils should have the opportunity to learn:</b> EYWW1: That people and other living things have needs and that they have responsibilities to meet them. EYWW2: That they belong to various groups and communities such as family and school. EYWW3: To help construct, and agree to follow, group and class rules and to understand how these rules help them. EYWW4: To consider how they can contribute to the life of the classroom.		<b>Pupils should have the opportunity to learn:</b> EYH1: The importance of and how to maintain personal hygiene. EYH2: What constitutes a healthy lifestyle. EYH3: The benefits of exercise, rest, healthy eating and good dental health. EYH4: About growing and changing EYH5: About new opportunities and responsibilities that increasing independence may bring. EYH6: To recognise their shared responsibility for keeping themselves and others safe. EYH7: The names for the main parts of the body and the similarities and differences between boys and girls		<b>Pupils should have the opportunity to learn:</b> EYR1: Which are their special people (family, friends, carers), and what makes them special EYR2: How special people should care for one another. EYR3: How to listen to other people and play and work cooperatively EYR4: Strategies to resolve simple arguments through negotiation EYR5: To recognise how their behaviour affects other people.	
ELGs	<b>Self-Regulation</b> Show an understanding of their feelings and those of others (EYH5 / EYR4 / EYWW1 / EYWW4) Begin to regulate behaviour accordingly (EYH5 / EYH6 / EYR3 / EYR4 / EYR5) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (EYR3 / EYWW3 / EYWW4) Give focussed attention to what the teacher is saying (EYR3 / EYWW4) Respond appropriately even when engaged in an activity and show the ability to follow instructions involving several ideas or actions. (EYR3 / EYWW4) <b>Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. (EYH6) Explain the reasons for rules, know right from wrong and try to behave accordingly (EYR5 / EYWW4) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (EYH1 / EYH2 / EYH3 / EYWW4) <b>Building relationships</b> Work and play cooperatively and take turns with others (EYH5 / EYH6 / EYR2 / EYR3 / EYR4 / EYR5 / EYWW1) Form positive attachments and relationships (EYH5/ EYH6 / EYR1 / EYR5) Show sensitivities to other's needs (EYH5 / EYR2 / EYWW1)					



CL Communication & Language						
Themes	<b>All About Me / Autumn / People Who Help Us</b>	<b>Winter Wonderland</b>	<b>Our World and Beyond</b>	<b>All the Colours of the Rainbow</b>	<b>Once Upon a Time</b>	<b>The Garden of Life</b>
Speaking	<ul style="list-style-type: none"> <li>Begin to use longer sentences, sometimes using and because.</li> <li>Talk about something that has happened yesterday</li> <li>Ask lots of questions and answer questions.</li> <li>Talk about what they are doing now and what might happen later or tomorrow.</li> <li>Sometimes I can make myself really clear when I am trying to tell you something.</li> <li>Use lots of new vocabulary about things that interest me.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of vocabulary to tell you about something I have made or done.</li> <li>Use new words whilst I'm playing.</li> <li>Pretends to be different people with appropriate dialogue.</li> <li>Use words such as first, next, last when they tell you what they have done. Make up stories using what I know.</li> <li>Make up silly rhymes.</li> <li>Use alliteration (simple) Use different voices when telling stories.</li> </ul>			<ul style="list-style-type: none"> <li>Participate in small group, class and 1 to 1 discussions offering their own ideas, using new vocabulary.</li> <li>Offer explanations for why things might happen, making use of new vocabulary from stories, nonfiction, rhymes and poems where appropriate</li> <li>Express their ideas about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>Being Imaginative and expressive - Links to speaking ELG</li> <li>Invent, adapt and recount narratives and stories with their teacher and peers.</li> <li>Perform songs, rhymes, poems and stories with others.</li> </ul>	
Language / speech development / provision	<ul style="list-style-type: none"> <li>New vocabulary; introduced through core texts, stories, Sounds Write and 'Word of the Day' - (Vocabulary Ninja)</li> <li>'Words in Action' - new vocab displayed around book of the week with a pictorial prompt, children will find examples from around the environment and make a collection.</li> <li>Role play - life area / themed role play and puppet theatre for retelling. (Modelled, self-initiated and supported)</li> <li>Conversations modelled. Children's sentences copied back to them including more / a higher level of vocabulary.</li> <li>Small group conversations with peers and teacher</li> <li>Development of full sentence use (modelled and MTYT strategy and stem sentences)</li> </ul>					



	<ul style="list-style-type: none"> <li>• Snack time used for language development of manners / full sentences / peer questioning</li> <li>• 10 second rule used by all staff allowing children an appropriate thinking and response time to questions.</li> <li>• Non-verbal communication cards for behaviour expectations.</li> <li>• Listening, attention and social communication skills</li> </ul>
More able children / Y1 ready	<ul style="list-style-type: none"> <li>• Concentrate on the person they are talking to.</li> <li>• Join sentences with a wide range of conjunctions.</li> <li>• Say words containing two or more syllables.</li> <li>• Partake in conversation with a class visitor.</li> <li>• Talk through a series of steps.</li> <li>• Demonstrate their ability to answer questions.</li> <li>• Respond back to a greeting</li> <li>• Use adult names correctly when responding</li> </ul>
Language / speech development provision	<ul style="list-style-type: none"> <li>• New vocabulary; introduced through stories -Write Stuff English lessons, Word of the Day (Vocabulary Ninja)and Sounds Write Phonics</li> <li>• 'Words in Action' – new vocab displayed around book of the week with a pictorial prompt, children will find examples from around the environment and make a collection.</li> <li>• Role play – life area / themed role play and puppet theatre for retelling. (Modelled, self-initiated and supported)</li> <li>• Conversations modelled. Children's sentences copied back to them including more / a higher level of vocabulary.</li> <li>• Helicopter stories</li> <li>• Small group conversations with peers and teacher</li> <li>• Development of full sentence use (modelled and MTYT strategy and stem sentences)</li> <li>• Ten second rule used by all staff allowing children an appropriate thinking and response time to questions.</li> </ul>
Listening, attention and understanding (ELG)	<p><b>Through adult directed and independent activities, children have opportunities develop listening, attention and understanding in the following ways:</b></p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary. Use new vocabulary throughout the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>



<b>Literacy</b>						
Themes	<b>All About Me / Autumn / People Who Help Us</b>	<b>Winter Wonderland</b>	<b>Our World and Beyond</b>	<b>All the Colours of the Rainbow</b>	<b>Once Upon a Time</b>	<b>The Garden of Life</b>
Rec & Y1 Texts /  Write Stuff Units  Cycle 1  Year 1 Text	<b>The Way Back Home</b> Narrative – Science Fiction <b>Pinocchio</b> Narrative – Traditional Tale <b>When I am by Myself</b> Poetry	Poppies Cbeebies Animation Narrative – Story  Grandad's Island Narrative – Adventure  Penguins by National Geographic Non-fiction – Report/Factfile	Traction Man (Literacy Shed) Narrative - Story  <b>Toys from the Past</b> Non-Fiction – Report What We'll Build Non-fiction – Advice leaflet	The Snail and the Whale Non-Fiction Postcard  Everybody Counts Non-Fiction – Factfile  <b>Milo Imagines the World</b> Narrative – Overcoming Difficulties Story	<b>The Building Boy</b> Narrative – Adventure  The Tiny Seed Non-Fiction – Explanation  <b>The Storm Whale</b> Narrative - Story	Where the Wild Things Are Narrative – Story  The Giant Jam Sandwich Narrative – Story  How to get your Teacher Ready for School Non-Fiction – Instructions
Rec & Y1 Texts /  Write Stuff Units  Cycle 2  Year 1 Text	We're Going on a Bear Hunt Narrative - Story <b>Bold Women in Black History</b> Non-Fiction (Inspiring People) All aboard the London Bus Narrative – Story	<b>Firework Night</b> Poetry  <b>The Bear and the Piano</b> Narrative- Adventure  <b>Ice Planet Adventure Park</b> Non-fiction – Persuasive Leaflet	Katie and the Sunflowers Narrative – Story If Sharks Disappear Non – Fiction – Report The Proudest Blue Narrative – Story	Handa's Surprise Narrative – Story  On Safari Non-Fiction Travel Journal  Perfectly Norman Narrative – Story	Jack and the Jelly Beanstalk Traditional tale with a twist  Lost and Found Narrative – Story  The Rainbow Fish Narrative – Story	How to Catch a Star Narrative - Story  On Sudden Hill Narrative – Story  <b>Our Trip to the Woods</b> Non-fiction - Recount



<p><b>Story time texts</b></p>	<p><b>Age 3-4</b> We're Going on a Leaf Hunt, Fletcher's Leaves, Autumn, The Leaf Man, Books about Harvest, Nursery Rhymes</p> <p><b>RECEPTION</b> Funny Bones The Mega Magic Hair Swap Only One You All Kinds of People Happy in Our Skin The Name Jar Whoever you are What happened to you? Super Duper You! Tree: Seasons Come, Seasons Go Pumpkin Soup Autumn / Ourselves / People Who Help Us - Topic Box including non-fiction DLR</p>	<p><b>Age 3-4</b> Lost and Found, Little Penguin Lost, The Not So Brave Penguin, Be Brave Little Penguin, The Snowman,</p> <p><b>RECEPTION</b> Wonderland Polar Express Christmas Jolly Postman Stick Man The Great Explorer Papa Penguin The Snowflake Time to Move South for Winter I Definitely Don't Like Winter Winter / Christmas- Topic Box including non-fiction DLR</p>	<p><b>Age 3-4</b> Aliens Love Underpants Seven ways to Catch A Moon The Smeds and Snoods Goodnight Spaceman Zoom Rocket Zoom, How to Catch a Star The Way Back Home On the Moon Whatever Next</p> <p><b>RECEPTION</b> Whatever Next! Q Pootle5 How to Catch a Star The Way Back Home Rain Before Rainbows Astro Girl Look Up Beegu Neil Armstrong Mae Jemison Counting on Katherine Here We Are One Giant Leap Man on the Moon Space - Topic Box including non-fiction DL</p>	<p><b>Age 3-4</b> The Rainbow Fish The Colour Monster, Elmer Little Red Riding Hood, Mouse Paint Matisse's Magical Snail Noah's Ark Bears Love Colour</p> <p><b>RECEPTION</b> The Colour Monster The Day the Crayons Quit (series) The Crayons' Book of Colours Brown Bear Brown Bear Mixed Elmer and the Rainbow How to Catch a Rainbow How Do You Make a Rainbow? The World Made a Rainbow Colours, Colours Everywhere Colour Chinese New Year / Spring -Topic Box including non-fiction DLR</p>	<p><b>Age 3-4</b> Billy Goats Gruff Three Little Pigs Goldilocks and the Three bears (Beware of the Bears), The Magic Porridge Pot (The Magic Pasta Pot), The Little Red Hen, Jack and the Beanstalk</p> <p><b>RECEPTION</b> On the Way Home You Choose Fairy Tales Traditional Tales - Goldilocks / The 3 Little Pigs The 3 Billy Goats Gruff The Gingerbread Man The Little Red Hen Chicken Licken The Princess and the Pea etc. The Tiger Who Came to Tea The Great Fairy tale Disaster Mixed Up Fairy Tales Traditional Tales / Rhymes - Topic Box DLR</p>	<p><b>Age 3-4</b> The Tiny Seed Oliver's Vegetables Kipper's Beanstalk, Peter Rabbit, Superworm, My Garden Harry's Garden Yucky Worms The Very Hungry Caterpillar, Jack and the Beanstalk,</p> <p><b>RECEPTION</b> Jack and the Beanstalk Jim and the Beanstalk The Enormous Turnip Oliver's Vegetables Fruit Salad Grandpa's Garden Eco Girl The Secret Sky Garden I am the Seed that Grew the Tree The Tiny Seed The Very Hungry Caterpillar Growing Frogs Plants / Minibeasts / Lifecycles / Summer - Topic Box including non-fiction DLR</p>
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<h2>Phonics</h2> <h3>Sounds Write</h3>	<p><b>THE INITIAL CODE</b></p> <p><b>Skills:</b> To segment, blend and manipulate sounds in words with the structure: CVC</p> <p><b>Code:</b></p> <p>Unit 1 a, I, m, s, t Unit 2 n, o, p Unit 3 b, c, g, h Unit 4 d, e, f, e Unit 5 k, l, r, u Unit 6 j, w, z Unit 7 x, y, ff, ll, ss, zz</p> <p><b>Conceptual knowledge:</b> Sounds can be represented by spellings with one letter</p> <p>Unit 7 - Some spellings are written with double consonants</p> <p>High Frequency words introduced: Is, a, the, I, for, of, off, are, was, all</p>	<p><b>THE INITIAL CODE</b></p> <p><b>Skills:</b> To segment, blend and manipulate sounds in words with the structure: <b>VCC &amp; CVCC</b>-2 consonants in the final position. 3- &amp; 4-sound words</p> <p><b>Code</b> - No new code knowledge <b>Unit 8</b> VCC and CVCC <b>Unit 9</b> CCVC - 2 consonants in initial position <b>Unit 10</b> CCVC, CVCCC, and CCCVC - 3 adjacent consonants 5-sound words <b>Unit 11</b> sh, ch, th, ck, wh, ng, &lt;q&gt; &lt;u&gt;</p> <p><b>Conceptual knowledge:</b> Some spellings are written with two different letters &lt;q&gt; and &lt;u&gt; represent the sounds /k/ and /w/</p> <p>Assess students before moving onto the next units</p> <p>High Frequency words introduced: Come, some, to &lt; th&gt; their, these, &lt;wh&gt; what, where, who</p>	<p><b>THE INITIAL CODE</b></p> <p><b>Consolidation Bridging Lessons</b></p> <p><b>Skills:</b> To segment, blend and manipulate sounds in words up to 5-sound words.</p> <p><b>Code:</b> <b>Unit 11</b> sh, ch, th, ck, wh, ng, &lt;q&gt; &lt;u&gt;</p> <p><b>Conceptual knowledge:</b> Some spellings are written with two different letters &lt;q&gt; and &lt;u&gt; represent the sounds /k/ and /w/</p>
High Frequency & Common Exception Words (CEW )	By the end of the Initial Code pupils will be able to read thirty-two of the first 100 high-frequency words (see below) shown in the list by decoding them. Until they are covered in the programme, whenever they appear in text, tell the pupils what sound(s) the unknown spelling(s) represent(s) to allow them to decode the word for themselves. For example, if a pupil, working in the Initial Code at around Unit 7 or Unit 8, is trying to read the word 'back' but hasn't yet been introduced to the spelling alternative for /k/, the teacher runs their pencil under the and says, "This is one sound. It's /k/. Say /k/ here."		





By following the Sounds~Write programme sequentially all the way through the Initial Code it is possible to have pupils reading any of the thirty-two words below:

2 and VCC U8	6 in VC U2	10 it VC U1	14 on VC U2
18 at VC U1	20 but CVC U5	21 that CVC U11	22 with CVC U11
25 can CVC U3	27 up VC U5	28 had CVC U4	34 this CVC U11
36 went CVCC U8	41 not CVC U2	42 then CVC U11	48 mum CVC U5
50 them CVC U11	54 dad CVC U4	55 big CVC U3	56 when CVC U11
57 it's VCC U8	64 will CVC U7	66 back CVC U11	67 from CCVC U9
69 him CVC U3	71 get CVC U4	72 just CVCC U8	77 got CVC U3
91 if VC U4	92 help CVCC U8	96 off VC U7	100 an VC U2

[The number preceding the words in the list refers to place in which the word appears in the list of 100 high-frequency words in Letters and Sounds. C = consonant, V = vowel and U = Unit in the S~W programme.]

## Reading

### Assessment focus (in bold)

- Sing nursery rhymes and songs. Join in with rhymes.
- Recognise alliteration at a basic level.
- Clap out 2-3 syllable.
- Join in with favourite stories.
- Predict what will happen next in a story. Know that stories have a beginning, middle and end. Listen to stories and talk about them. Discuss the settings and characters as well as the important events in a story.
- Recognise their own name and words that are important to them such as mam, favourite foods and shops.
- Hold books the correct way up and treat books carefully.
- Know that books can give information.
- Know that the words can tell you information.

#### Autumn

- **Read individual letters by saying the sounds for them.**

- Identify words that rhyme.
- Hear and say the initial sound in words when a word is said to them.
- Sound out each of the sounds and put them together to read a word.
- Read short sentences.
- Use favourite stories to help children create their own stories.
- Share a range of books, comics, stories, rhymes, poems, fact books, and magazines.
- Look in books to find information. Read signs.
- Choose their own books.
- Identify rhyming words.

#### Spring Checkpoint Assessment:

- **Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.**
- **Read some letter groups that each represent one sound and say the sounds for them.**
- **Read a few common exception words matched to the school's phonics programme.**
- **Read simple phrases and sentences made up of words with known letter sounds and correspondences and where necessary, a few exception words.**
- **Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.**

#### Summer Assessment (ELG) - Comprehension

- **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.**
- **Anticipate key events in stories.**
- **Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play.**

#### Word Reading

- **Says a sound for each letter in the alphabet for at least 10 diagraphs.**
- **Read words consistent with their phonic knowledge by sound blending.**
- **Read aloud simple sentences and books that are**
- **consistent with their phonics knowledge, including some common exception words.**



More able/ Yr 1 ready	<ul style="list-style-type: none"> <li>• Read words with more than one syllable</li> <li>• Describe the main events in a story they have read.</li> <li>• Knows how to handle and hold a book, turn pages correctly and knows key parts of the book such as author, cover title, illustrator, contents page.</li> <li>• Chooses and reads book independently.</li> <li>• Decode words using phonics knowledge (up to Unit 11)</li> <li>• Read some common exception words, alone and in context by sight.</li> <li>• Reads and understands simple sentences</li> <li>• Use expression when reading beginning to address the use of punctuation and changing their voice for dialog</li> <li>• Beginning to read nonsense words.</li> <li>• Can retell a familiar story with increasing detail and sequence</li> <li>• Can make predictions and begin to base these on evidence from the text.</li> <li>• Can answer simple questions about the text orally and begin to answer them in shared or independently</li> </ul>
Whole class reading	<ul style="list-style-type: none"> <li>• Write Stuff' core text - a story per week as a focus for language, new vocabulary and writing activities</li> <li>• Poems / rhymes / non-fiction and fiction books balanced across the week and used to embed new words.</li> <li>• Daily Storytime (at least two per day on top of the weekly text)</li> <li>• Guided reading comprehension via questioning. (Basic VIPERS skills)</li> <li>• Non-fiction is used at the start of a topic to introduce technical vocabulary</li> </ul>
<b>Individual Reading (Decodable Readers)</b>	<ol style="list-style-type: none"> <li>1) This set is comprised of thirteen 8-page books and one sixteen-page book. These match the Units 1 - 11 of the initial code. Reception children will read through all of these before moving onto the Extended Code in Y1.</li> <li>2) Dandelion Readers are decodable reading books in line with the Sounds Write Units. Set 2 and 3 are books following the units, but have an increased number of words per page, which allows for slight differentiation and variation when continuing on the same unit.</li> </ol>





## Sounds-Write decodable readers (fiction, Initial Code)

The 24 decodable readers enable children to practise the literacy skills they are learning and thereby gain fluency in reading, all while they enjoy the colourfully-illustrated stories. They are matched to the Sounds-Write units.



Illustrated by Celia Arcos



Sam got a pip. 'Put it in the bin, Sam.'  
But Sam did not.

1



Illustrated by  
Judith Wardle



'A nest! girded Jess. 'A nest with eggs in it!  
'Shush!' said Tim. 'You thrashed the branches with the bat  
and the nest dashed off. Hands off the nest, Jess, or shush  
nest come back. Let's get Dad.'

2



3) This set is comprised by ten sixteen-page readers, these are all our titles for the Initial Code Units 8 - 11.

### Other independent reading:

- Read and Relax area in the Reception environment.
- Outdoor read and relax area.
- Resources labelled with pictures / words










Guided Reading	Hotel Flamingo	Fergal is Fuming	Rooster Wore Skinny Jeans	Hansel and Greta	Little Red	Ravi's Roar
Cycle 1	Beegu	The Dark	The Squirrels who squabbled	Sulwe	Rapunzel	The Dress and the Girl
Guided Reading Cycle 2	Toby and the Great Fire of London	Badger's Parting Gift The Light in the Night	Rubies Worries I'll take you to Mrs Cole	Meerkat Mail How to Hide a Lion	Eliot- Midnight Superhero Tad	Prince Cinders Ada Twist, Scientist
Modelled reading/ parent support	<ul style="list-style-type: none"> <li>Weekly reading book closely matched to phonic stage.</li> <li>Sounds Write Workshop/ information sent home for parents</li> <li>Letter join - handwriting/ letter formation practise sent home as weekly home work</li> </ul>					
Writing	<div> <div> <p><b>Writing Assessment</b></p> <ul style="list-style-type: none"> <li>Sometimes, they can identify what their paintings or drawing mean.</li> <li>When they see writing, they can say what they think it means.</li> <li>Make lines and marks with a pencil. Copy some of the letters of their name.</li> <li>Use Letter-Join programme to teach letter formation and send home sounds/ letters to practise. (Linked to Sounds Write phonics lessons).</li> </ul> </div> <div> <ul style="list-style-type: none"> <li>Say what the marks, letters and pictures they make mean.</li> <li>Know that when a word is written down and the letters used make a word I have said.</li> <li>Say each sound in a short word and put them together to say the word.</li> <li>Know the names of the letters of the alphabet.</li> <li>Begin to use letters in writing.</li> <li>Write their own name.</li> <li>Write labels for role play areas.</li> <li>Write a short caption to record what they have done.</li> <li>Try to write short sentences.</li> <li>Word writing - initial sounds.</li> </ul> <p><b>Spring assessment check</b></p> <ul style="list-style-type: none"> <li>Form lower case and capital letters correctly</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check it makes sense.</li> </ul> </div> <div> <p><b>Summer assessment ELG – Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> <li>Begin to write some CEW Write first name and surname.</li> </ul> </div> </div>					
Teacher led writing opportunities	<ul style="list-style-type: none"> <li>Daily English lessons following 'Write Stuff' planning. Writing linked to the core texts as listed above.</li> <li>Lists, captions, labels, postcards, letters, postcards, poems, fact files</li> <li>Letter formation / handwriting practice following the 'Letter join' programme.</li> </ul>					



<p>Writing <b>Continuous provision</b></p>	<ul style="list-style-type: none"> <li>• Stories in role play area and in environment</li> <li>• Vocabulary-rich environment</li> <li>• Wondrous words which are embedded in writing tasks</li> <li>• Talk-rich activities</li> <li>• Peer models for talk</li> <li>• Modelled writing e.g. for days of the week</li> <li>• Range of resources to write with                             <ul style="list-style-type: none"> <li>• Resources to make mini books e.g. paper stapled together, small pictures</li> <li>• Opportunities to write on paper and digitally</li> <li>• Model authorship and spelling in action</li> <li>• Model how to segment sounds</li> <li>• Wide range of role play writing opportunities</li> <li>• Opportunities for drama</li> <li>• Sharing writing together</li> <li>• Rhythm and rhyme</li> <li>• Make links to other areas e.g. in the mud kitchen, children could be encouraged to write a recipe</li> <li>• Teacher acts as scribe to model writing.</li> <li>• Helicopter stories</li> </ul> </li> </ul>
<p>More able / Y1 ready</p>	<p>Children demonstrate they can:</p> <ul style="list-style-type: none"> <li>• Sit correctly at a table with 4 legs on the floor.</li> <li>• Hold a pencil in tripod grip.</li> <li>• Form lower- and upper-case letters correctly.</li> <li>• Write some common words correctly.</li> <li>• Name the letters of the alphabet.</li> <li>• Use finger spaces, capital letters and full stops.</li> <li>• Write for a range of purposes.</li> <li>• Write 'I' as a capital letter.</li> <li>• Add 's' to pluralise nouns.</li> <li>• Write in the line and use the full width of the page.</li> <li>• Hold a sentence and write a sentence from dictation.</li> <li>• Use some adjectives in their writing.</li> <li>• Begin to use some conjunctions. Make their writing makes sense.</li> </ul>







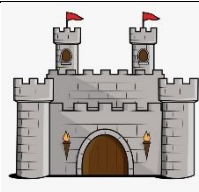

<div>Maths</div> <div></div>											
	All About Me / Autumn / People Who Help Us	Winter Wonderland	Our World and Beyond	All the Colours of the Rainbow	Once Upon a Time	The Garden of Life					
White Rose Maths Phase	Getting to know you  Baseline Assessments	Just like Me!	It's me 123!	Light and Dark	Alive in 5	Growing 6,7,8	Building 9 & 10	To 20 and beyond	First Then Now	Find my pattern	On the move
Number	Opportunities for settling in, introducing the areas of provision and getting to know the children	Match and sort Compare amounts	Representing 1,2,& 3  Comparing 1,2,& 3  Composition of 1,2 & 3	Representing numbers to 5  One more and less	Introducing zero Comparing numbers to 5 Composition of 4 & 5	6,7,& 8  Combining 2 amounts Making pairs	Counting to 9 & 10  Comparing numbers to 10 Bonds to 10	Building numbers beyond 10  Counting patterns beyond 10	Adding more  Taking away	Doubling Sharing and Grouping  Even and odd	Deepening Understanding  Patterns and relationships
Measure, shape and special thinking	Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language	Compare size, mass and capacity	Circles and triangles  Positional language	Shapes with 4 sides  Time	Compare Mass (2)  Compare Capacity (2)	Length and height  Time	3D Shapes  Patterns	Spatial Reasoning (1)  Match, rotate, manipulate	Spatial reasoning (2)	Spatial Reasoning (3)  Visualise and build	Spatial Reasoning (4)  Mapping
Exceeding expectations / Y1 Ready	<div>Number</div> <ul style="list-style-type: none"><li>Write digits 0-9 accurately, have experience of representing two digit numbers, count forwards and backwards in tens, count forwards and backwards in 2's, work systematically when finding number bonds, begin to understand the commutative law, begin to know when subtracting you start at the biggest number, order non-consecutive numbers, count fords and backwards from different starting points</li></ul> <div>Shape space and measure</div> <ul style="list-style-type: none"><li>Recognise coins and know how many pennies are in 1p, 2p, 5p, 10p.</li><li>Know and sequence days of the week / months of the year, read o'clock times, understand the chronology of the day, name and describe 2d shapes, name and describe 3d shapes, measure objects using different apparatus</li></ul> <div>Problem Solving</div> <ul style="list-style-type: none"><li>Select the appropriate apparatus with increasing independence, use maths as an integral part of activities, begin to identify deliberate mistakes,</li></ul> <div>Communicating</div> <ul style="list-style-type: none"><li>Discuss the strategies they have used, be able to write one number per box when recording</li></ul> <div>Reasoning</div> <ul style="list-style-type: none"><li>Draw simple conclusions from their work and describe how and why they have completed a task. recognise and use a simple pattern or relationship.</li></ul>										



PD Physical Develop ment						
	All About Me / Autumn / People Who Help Us	Winter Wonderland	Our World and Beyond	All the Colours of the Rainbow	Once Upon a Time	The Garden of Life
PE Lessons	Fundamental movement Body management	Fundamental movement Body management	Creative movement Dance and Gymnastic	Cooperate and solve problems	Speed Agility Travel	Manipulation and coordination
	Ball Skills	Fitness	Dance	Working with Others	Throwing and Catching	Fun and Games
Self-Care	Children in Reception will further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"><li>Lining up and queuing</li><li>Mealtimes</li></ul>					
Physical - gross / fine motor	<p><b>Continuous Provision</b> (Outdoor provision - height blocks, balancing, bikes, scooters, parachute, easels, construction, digging - shoulder girdle strengthening)</p> <p><b>Core skills / Stability Skills</b></p> <p><b>Foot strengthening</b> - walking on tiptoes, heels, outer feet</p> <p>Static and dynamic balance - static balance with aid, then without, balancing on various body parts.</p> <p><b>Shoulder girth stability exercises</b> - push ups against a wall, drawing vertical lines by keeping arm straight and bending knees.</p> <p><b>Body awareness exercises</b> - log rolling, statues, star jumps, push ups,</p> <p><b>Movement from left to right</b> - using hockey sticks to move quoits</p> <p><b>Spatial awareness</b> - distance practice moving around hoops.</p> <p><b>Manipulative skills</b> - finger gym area (threading, posting, flicking, picking up, using tweezers, pinching)</p> <p>, simple ball games, large motor movements such as waving ribbons.</p> <p>Dressing toys</p> <p><b>Locomotive Skills</b> Parachute Games / simple flat obstacle course</p>		<p>(outdoor provision - height blocks, balancing, bikes, scooters, parachute, easels, construction, digging - shoulder girdle, strengthening)</p> <p><b>Core skills / Stability Skills</b></p> <p><b>Foot strengthening</b> - walking along lines on the floor</p> <p><b>Static and dynamic balance</b> -balancing on various body parts, reducing number of contacts, 4-point kneeling position, high kneel position, half kneel positions.</p> <p><b>Shoulder girth stability exercises</b> - pulling own weight along a bench, drawing circles and figures of 8 on a chalk board,</p> <p><b>Body awareness exercises</b> - log rolling with a ball, bunny hops, sitting push ups.</p> <p>Movement from left to right -passing objects from left to right in teams, skittles from left to right.</p> <p><b>Spatial awareness</b> - wall rolling with a ball between their body and the wall</p> <p><b>Manipulative skills</b> - finger gym area (threading, posting, flicking, picking up, using tweezers, pinching) simple ball games, large motor movements such as waving ribbons.</p> <p>Dressing toys.</p> <p><b>Locomotive Skills</b> Parachute Games / obstacle course introducing some different in height. Jumping and hopping</p> <p><b>Stability Skills</b> - statues - balancing on different body parts develop muscle strength. ball skills</p>		<p>(outdoor provision - height blocks, balancing, bikes, scooters, parachute, easels, construction, digging - shoulder girdle strengthening)</p> <p><b>Core skills / Stability Skills</b></p> <p><b>Foot strengthening</b> - picking up objects with toes</p> <p>Static and dynamic balance - leg and arm extensions, walking forwards, backwards and sideways</p> <p><b>Shoulder girth stability exercises</b> - painting using a roller (weighted), use of bats to develop shoulder strength</p> <p>Body awareness exercises - sitting pull ups, log rolling holding a ball</p> <p><b>Movement from left to right</b> - using hockey sticks to move quoits</p> <p><b>Spatial awareness</b> - throwing bean bags 360 from them, knocking down skittles from various points.</p> <p><b>Manipulative skills</b> - finger gym area (threading, posting, flicking, picking up, using tweezers, pinching), letter practise through practising scissor control, pencil grip at the top to make marks, developing spatial awareness through throwing</p> <p><b>Locomotive Skills</b> Parachute Games / obstacle courses with increasing variety in heights and movement skills</p> <p>Running, walking, hopping and jumping changing direction as they travel, movement from left to right, bilateral motor movements, balls skills - kicking</p> <p><b>Stability Skills</b> - dynamic balancing, shoulder girdle stability exercises,</p>	





UW Understanding the World						
	<b>All About Me / Autumn / People Who Help Us</b>	<b>Winter Wonderland</b>	<b>Our World and Beyond</b>	<b>All the Colours of the Rainbow</b>	<b>Once Upon a Time</b>	<b>The Garden of Life</b>
<b>Science</b>	<p><b>Animals including humans</b> Talk about animals. Demonstrate care and concern for living things. Know about similarities and differences in relation to living things. Make observations about animals and explains why some things occur/change. Name some common animals</p> <p><b>Seasonal / forces</b> Develop an understanding of growth, decay and changes over time. Talk about natural and found objects Look closely at similarities &amp;</p>	<p><b>Animals including humans</b> Talk about animals. Make observations of animals. Name some animals and plants from different habitats. Know about some similarities and differences in relation to living things</p> <p><b>Habitats</b> Show care and concern for living things and the environment Develop an understanding of growth decay and changes over time</p> <p><b>Water Investigations</b> Know about similarities and differences in relation to objects and materials Observe changes in materials over time. Observe what happens to</p>	<p><b>Materials / Water investigations</b> Know about similarities and differences in relation to objects and materials Observe changes in materials over time. Observe what happens to water when it is poured, sprinkled, mixed, stirred and squirted. Explore and investigate objects and materials using all senses Explore and investigate objects and materials using all senses Know that temperature can change materials in both reversible and irreversible ways such as melting ice, chocolate or baking bread;</p>	<p><b>Forces / magnets</b> Observe how different objects behave when forces are applied to them. Talk about the direction and speed an object travels when a force is applied. Begin to identify push and pull forces and begin to use the correct vocabulary for these. Begin to identify that magnets attract some metals and can be o</p>	<p><b>Life Cycles / habitats / plants</b> Make observations of plants. Show care and concern for living things and the environment. Talk about plants Develop an understanding of growth decay and changes over time Know about some similarities and differences in relation to living things Make observations about plants and explains why some things occur/change. Begin to talk about the things that plants need to thrive.</p>	<p><b>Seasonal / forces</b> Develop an understanding of growth, decay and changes over time. Talk about natural and found objects Look closely at similarities &amp; differences and change Name some similarities and differences in relation to objects and materials Observe changes in materials over time. Observe what happens to water when it is poured, sprinkled, mixed, stirred and squirted. Asks questions about aspects of their familiar world.</p>





	<p>differences and change Name some similarities and differences in relation to objects and materials</p> <p>Asks questions about aspects of their familiar world. Talk about things they have observed</p>	<p>water when it is poured, sprinkled, mixed, stirred and squirted. Explore and investigate objects and materials using all senses Know that temperature can change materials in both reversible and irreversible ways such as melting ice, chocolate or baking bread;</p>				<p>Talk about things they have observed</p>
<b>Working like a scientist.</b>	<p>Make simple records of what they notice (with help where necessary), demonstrate curiosity about how things behave, ask questions about things to test, talk about ideas for testing how things behave, Use senses to look closely at how things behave, carry out simple tests with adult support, use simple equipment to observe, talk about what I have done and what I noticed, talk about whether something makes a difference</p>					
<b>History (Past and Present)</b>	<p>EYFS How their families and themselves have changed from the past / toys they used to play with when they were babies Olden day school games - compare to what we have and do today including rhyme games,</p> <p>REC Past events in their own / family life (sense of chronology) People who live in Ingleton now and roles in the community.</p>	<p>EYFS Richard Weber - Arctic explorer - finding out about his 7 expeditions to the North Pole.</p> <p>REC Occupations of members of their families and sorting into those during the night / day. Transport from the past (compare and contrast to modern day) Photos from 'old' Ingleton.</p>	<p>EYFS Famous people from the past - Henri Matisse - famous artist</p> <p>Piet Mondrian - Link to primary colours (EAD)</p> <p>REC Significant figures - Jacques Cousteau Historical figures - Barnum Brown / Mary Anning linked to palaeontology and modern-day dinosaur hunter, Dr Phil Manning (compare and contrast)</p>	<p>EYFS Famous people from the past - Neil Armstrong / Helen Sharman</p> <p>REC Local history - finding out about mines / local mining from the past.</p> <p>Past events in their own / family life - holidays / visits to places (sense of chronology)</p>	<p>EYFS Special events that have been celebrated in their own lives and those of their parents such as weddings, birthdays etc. Study of family history / family tree.</p> <p>REC Seaside holidays from the past (compare and contrast to their own experiences and learning)</p>	<p>EYFS Stories passed down - Traditional Tales Memories - discussing memories from our memory tree of their time in nursery, recalling events in own life.</p> <p>REC Baby to now timeline of their own using photographs, noticing what they can do now that they couldn't do as a baby. (sense of chronology)</p>



<b>Geography</b> (People, Culture and Communities)	Familiarisation with school grounds, making simple maps of outdoor areas and looking at the features and use of their environment use, using simple geographical vocabulary to refer to physical and human features Our local area. REC Make a simple map of their journey to school identifying geographical features (simple language) Discussing Ingleton as a small village and its amenities. Compare and contrast countryside and city environments. Learn that the capital city of England is London.	Know that there are different countries in the world and study contrasting country - (Weather, homes, lifestyle) REC Comparison of Norway to our country / Northern lights / food and culture / people/ weather  Arctic and Antarctica People who help us - Occupations during the night.	Weather - seasons - study of spring. Making simple maps and plans, treasure maps. REC Simple geography fieldwork focusing on the recreational areas of Ingleton (playfields / parks / services etc).	Look at the world map. Simple study of contrasting countries around the world. REC Looking at physical and human features / people Simple map making	Simple study of a contrasting hot country. - Link to Handa's surprise REC Know that there are different countries in the world and study contrasting country - (Weather, homes, lifestyle)	Weather - seasons - study of summer Summer holidays and day trips - looking at physical and human elements of places to visit. REC Comparing local beach environment to Ingleton - geographical physical and human features Making simple maps
<b>RE</b>	<b>Special Books</b> EYFS Bring in their special / favourite books. invite a staff member to talk about a special book they have. Look at different special books from different religions. <b>Special People</b> REC Children to talk about their families and make a button portrait. Take a walk into Ingleton - place of worship, shop, and a service (docs) ask people in the community to talk about what their jobs / roles are. Invite the head teacher / another teacher from school or a religious leader to come and talk about		<b>Special Times</b> EYFS Children to share their special objects from home. Ask parents to contribute by sending in photos of their special objects with reasons why <b>Being Special: where do we belong?</b> <b>Recall bible stories</b> <b>Share memories of special occasions</b> <b>What happens at a traditional Christian Baptism?</b> REC <b>Special Times</b> REC Show the children a range of objects that would give clues to different times of the school day. Discuss		<b>Special Places and Objects</b> EYFS Look at special times in children's lives - their birthday, holidays, first day of nursery / school. Discuss feelings associated with this. Special times diary - in school and ask families to contribute to a home example <b>Special Places</b> REC Take a walk around the whole school building and talk about special places within school. Create a simple caption of their favourite. Visit a place of worship and talk about its features, explore the building. Think about our world being a special place	




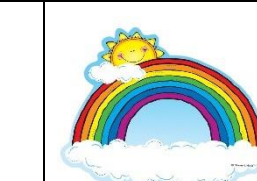




	who is special to them, their beliefs and a little bit about themselves		why each signifies a special time. Ask children what special times they have at home and record in picture form with simple caption Watch a video about special times and focus on the clothes people wear. Plan and hold a celebration of the children’s choice – it could be a birthday. Hold a special times parent session to share all of the work they have done and share a special time with their family in school.		– show lots of photos of fantastic people places etc chn to record their thinking. Work together to create a special area in the outdoor area or enchanted garden – it could be an existing one or creating a new area. Work together to create a special area in the classroom – it could be enhancing an existing one or creating a new area	
	<b>F1 Why is the word God so important to Christians?</b>					
	<b>F2 Why do Christians perform Nativity plays at Christmas?</b>		<b>F4: Being special: Where do we belong?</b>		<b>F6 Which stories are special and why?</b>	
			<b>Spring 2: F3 Why do Christians put a cross on an Easter Garden?</b>		<b>F5 Which places are special and why?</b>	
<b>RE Celebrations</b>	Studies through links and patterns in their own experiences, showing curiosity about objects, events and people, using sense to explore the world around them, representing experiences in play, acting out experiences of others. Recall events from Bible stories shared in collective worship. Perform in the Nativity at Christmas. Take part in church services for Harvest, Christmas and Easter. When possible, invite guests from the local area to talk about their different faiths and communities.					
	Judaism - Rosh Hashana Hinduism - Onam Christianity - Christmas (December) Islam - Mawlid al-Nabi (October) Sikhism - Guru Nanak Urparab (November)		Buddhism - Bodhi day (Jan) Hinduism - Rama Navami Hinduism - Holi (Colour run?) Christianity - Easter Sikhism - Nam Karan		Hinduism - Raksha Bandhan Buddhism - Wesak (May) Judaism - Shavout Islam - Dhu Al-Hijja Christianity - Bible stories	
<b>Technology</b>	EYFS Internet safety Operating simple equipment such as CD players Show skill in making toys works such as pressing a button Use cameras on Ipad Made a book on iPads about sounds at school Recording stories / verbal instructions. Purple Mash Activities: 2beat, 2 paint a picture	EYFS Knowing that we can use the internet to help us find things out. Purple Mash Activities: 2beat, 2 paint a picture	EYFS Internet safety Day Interact with age appropriate software Purple Mash Activities: 2beat, 2 paint a picture	EYFS Interact with age appropriate software Purple Mash Activities: 2beat, 2 paint a picture	EYFS Interact with age appropriate software Purple Mash Activities: 2beat, 2 paint a picture	EYFS Interact with age appropriate software Purple Mash Activities: 2beat, 2 paint a picture
	REC	REC Interact with age appropriate software. Purple Mash activities: Slideshow – create photos of transport, draw simple – city map, mash cams – pilot, train	REC Internet safety Day Interact with age appropriate software. Know how to use things like a digital microspore, cameras on an ipad. Purple Mash activities:	REC Internet safety Coding with Bee bots Recognise where technology is used Select the correct technology for their use. Introduction of algorithms as following	REC Interact with age appropriate software. Using paint programs to produce a recognisable representation of an object or picture. Purple Mash activities: Topic pack (PINS), mini beasts	<b>REC</b> Purple Mash activities: Talking stories – Sally’s seaside, paint projects – beach huts, rockpools, Simple City game, 2 connect – seaside places, 2 create a story – seaside theme, seaside jigsaws, 2



	Internet safety Interact with age appropriate software. Purple Mash activities: PINS all about me, PINS – seasons, 2 publish – making classroom signs, 2 beat, Simple City, Maths City, Toy Shop, All About Me <b>Purple Mash lessons on the computers/IPads: Com &amp; Lang. / PSED</b>	driver, race driver, 2design – make transport, Maths City – car race, 2paint project – bus, race car, steam train, 2 beat, 2Go  <b>Purple Mash lessons: Rec. Literacy / Maths</b>	2go – simple coding, 2create a story, pairs, dinosaur paint projects, 2beat <b>Purple Mash lessons: Rec. EAD</b>	as set of instructions in the correct order. Using grids as simple coding – moving a toy from one place to another. Purple Mash activities: 2count pictogram, number paint projects, paint projects linked to theme, mash cams, 2beat – explore safari sounds, 2explore – using instruments <b>Purple Mash lessons: Rec. UW</b>	garden growing, baby animals, a fishmetric game, mini mash environments, 2 email, 2 respond, 2 beat, Maths City The Farm, Topic Packs – Growing, baby animals <b>Purple Mash lessons: Rec. UW</b>	create a story, 2beat, Talking stories = Sally's Seaside Adventure, 2 Go, 2email, 2 publish  <b>Purple Mash lessons: Physical Development/ PSED</b>
<b>Festivals and themed days</b>	Harvest Festival Roald Dahl Day British Food Fortnight Black History Month World Smile Day	Halloween Bonfire Night Children's Day	Chinese New Year Shrove Tuesday Mother's Day Safer internet day Valentine's day Mental Health Awareness Comic Relief	Fair Trade Fortnight World Book Day Science week	World Environment Day/ World Oceans Day National Pet Month World Health Day National Numeracy Day	Father's Day Children's Art Day National Insect Week
<b>Parental Involvement</b>	Meet the Teacher Workshop Stay and Play Harvest service	Stay and Play Nativity Parent Consultation	Educational visit ?	Stay and Play Parent Consultation Easter service	Stay and Play Library Time Transition Meetings	Stay and Play Parent Consultation Summer Educational Visit



<b>EAD</b> Expressive Arts and Design						
	<b>All About Me / Autumn / People Who Help Us</b>	<b>Winter Wonderland</b>	<b>Our World and Beyond</b>	<b>All the Colours of the Rainbow</b>	<b>Once Upon a Time</b>	<b>The Garden of Life</b>
<b>Creating with Materials Art</b>	Draw using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Drawing: revising and extending the use of tools, drawing simple shades, blending, smudging and making marks	Paint using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Painting: different textures and colours, colour patterns, mixing colours and shading, drawing with a brush <b>Artist Study</b> - Kandinsky	Print using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Printing: bit and little dots, prints that make patterns, printing on and off, combing shapes and textures. <b>Artist study</b> - Mondrian - Primary colours	Cut and stick using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Collage: making holes, cutting up strips, cutting up shapes, cutting mouldable materials, following a cutting line <b>Artist Study</b> - Matisse	3D and Mouldable Materials: Filling up given spaces, making 3D shapes with paper, changing and arranging tubes, cutting 3D shapes up and sticking.  <b>Artist study:</b> Andy Goldsworthy (3D natural art)	Textiles: weaving in and out, sewing on bubble wrap, ribbon collages, linking shapes.  Dream catchers
<b>Creating with Materials DT</b>	Creating sculptures of Themselves and characters from a story using modelling clay.	Planning and creating junk model transport, explain their design, describing the process verbally and using tools safely	Planning and creating a new plant design using materials of their choice.	Planning and creating a space vehicle using reclaimed materials	Planning and creating a creature using natural materials	Planning, designing and 3D model making of structures, bridges/towers Dream catchers
<b>Music</b> Being Imaginative and Expressive	Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to	Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to	Sing a range of well-known nursery rhymes and songs Performs songs with others.	Sing a range of well-known nursery rhymes and songs Performs songs with	Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to	Sing a range of well-known nursery rhymes and songs Performs songs with



	move in time to the music.  Bringing Us Together (Charangha)	move in time to the music.  Christmas songs	Try to move in time to the music.  Charangha unit - Everyone!	others. Try to move in time to the music. Charangha unit - Everyone!	move in time to the music.  Charangha unit - Big Bear Funk (Transition unit)	others. Try to move in time to the music.  Charangha - Reflect, rewind, play
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