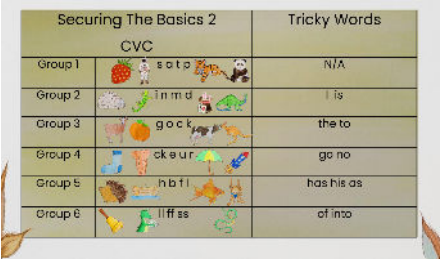



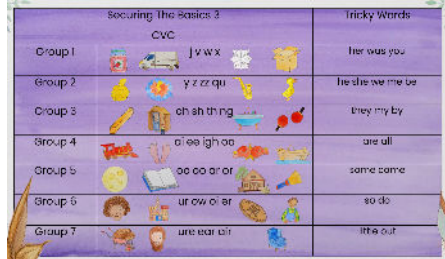
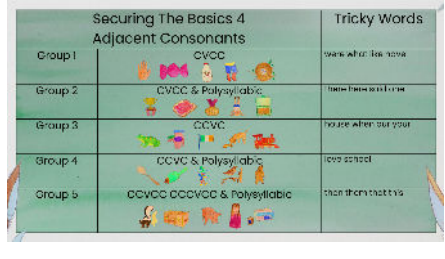


Year R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Conditions for learning	Belonging Fun and Excitement	Heroes	Leadership and Responsibility	Curiosity and Creativity	Confidence to take action	Spirit of adventure Sense of accomplishment
Learning Skills	Teamwork	Kindness	Honesty	Resilience	Independence	Courage
ATL	Understanding the World (People, Culture and Communities) Communication and Language	Understanding the World (Past and Present; People, Culture and Communities) Expressive Arts and Design	Understanding the World (Past and Present) Communication and Language	Understanding the World (Natural World) Expressive Arts and Design	Literacy Communication and Language	Literacy Understanding the World (People, Culture and Communities)
Topic	Magical Me!	Helping Hands	Another time, another place	All Creatures Great and Small	Once Upon a Time	Ticket to Ride!
Driving Question	How do we, as children in Reception, show where we belong?	How can we, as members of Jewell Academy, be heroes everyday?	As archaeologists, how do we know that dinosaurs existed?	How can we, as zoo keepers, create the right environment for our animals?	How can we, as historians, learn about the past?	How can we, as tour guides, plan a trip around London?
Launch	Share or create pictures of ourselves and our loved ones to form a Belonging Board display.	Who has come to visit? Clothes-line clues are left out for the children to solve.	Find a mystery object (time capsule / egg) and give children clues to solve.	Find some special ' tracks' and clues, and identify which animals have visited our classrooms and garden.	Discover artefacts and discuss who they might belong to.	Children will be given a mystery 'ticket to ride'. The classrooms will be converted into a London Bus and the children will experience going on a journey with their classmates.
Landing	Children will be able to guide their adults around the EYFS and hall area as part of open classroom sessions.	Children will create a thank you postcard for an everyday hero to send to them.	Children will work together in small groups and as classes, to create a presentation to be shared with their adults.	Children will visit Forest Schools to complete a bug hunt and create a bug hotel, using their new knowledge and skills. They will revisit later to review and consider adapting their designs.	Children will choose ways to inform people about the past.	Children will create their own travel maps .
Employability Link Gatsby 2, 4, 5	4/5: Child led, depending on experiences, known adults and relatives.	5: Military, NHS, Police, Road Safety Shopkeepers	2 / 5: Palaeontologist, museum curator	2: Gardener, scientist, zoo keeper, doctor, nurse, dentist	4: Author, archaeologist, museum curator, historian	5: Travel agent, train driver, pilot, lorry driver, bus driver
Literacy Phonics	Lilac books given out week 1 Pink books once SATPIN taught Introduce Phase 2 Phonics and Tricky Words using Supersonic Phonic Friends scheme. https://www.supersonicphonicfriends.co.uk/ 	Complete and Consolidate Phase 2 and Phase 2 Tricky words 	Introduce Phase 3 and Phase 3 Tricky words 	Complete Phase 3 and Phase 3 Tricky words 	Consolidate Phase 3 and Phase 3 Tricky words 	Introduce Phase 4 and Phase 4 Tricky words 
Literacy Reading Key Texts	Katie and the Sunflowers - James Mayhew Owl Babies - Martin Waddell Colour Monster - Anna LLenas We're all Wonders - RJ Palacio	Room on the Broom - Julia Donaldson My Mummy is a Firefighter - Kerrine Bryan and Jason Bryan. Where the Poppies Now Grow - Hilary Robinson and Martin Impey Rama and Sita- The Story of Diwali- Malachy Doyle Burglar Bill - Janet and Alan Ahlburg Father Christmas Needs a Wee - Nicholas Allan What Makes Me a Me? - Ben Faulks	How to Grow a Dinosaur - Caryl Hart If I had a dinosaur - Alex Barrow, Gaby Dawnay Tyrannosaurus Drip- Julia Donaldson Leilong's Too Long - Julia Lui The Great Race: The Story of The Chinese Zodiac - Christopher Corr Tilda Tries Again - Tom Percival	Dear Zoo - Rod Campbell What are Germs? - Usborne Open Wide...What's Inside? by Alex & Helen Rushworth What The Ladybird Heard - Julia Donaldson Jasper's Beanstalk - Nick Butterworth The Spring Rabbit - Angela McAllister & Christopher Corr	Jack and the Beanstalk- Traditional The Friendship Bench - Wendy Meddour The Castle the King built - Rebecca Colby and Tom Froese See Inside Castles - Katie Daynes The Dragon and the Nibblesome Knight - Elli Wollard and Benji Davies A Walk in London - Salvatore Rubbino	Naughty Bus - Jan Oke The Night Pirates - Peter Harris Paper dolls - Julia Donaldson Handa's Surprise - Eileen Browne

<p>Literacy</p> <p>Read Aloud</p>	<p>Katie and the Starry Night - James Mayhew.</p> <p>Gruffalo - Julia Donaldson</p> <p>We're Going on a Bear Hunt by Michael Rosen</p> <p>Amazing - Steve Antony</p> <p>The Little Bear and the Wish Fish - Debi Gliori</p> <p>It's Only One - Tracey Corderoy and Tony Neal</p> <p>A pair of socks - Stuart J Murphy</p> <p>The Button Box by Margarette S. Reid</p> <p>The Blue Balloon by Mick Inkpen</p> <p>I Can Be All Three - Salima Alikhan</p>	<p>Meg and Mog stories - Helen Nicoll and Jan Pieńkowski</p> <p>Leaf Man - Lois Ehlert</p> <p>Life Savers: Spend a day with 12 real-life emergency service heroes- Eryl Nash & Ana Albero</p> <p>When you're fast asleep - Who works at night time? - Peter Arrhenious</p> <p>You can't call an elephant in an emergency - Patricia Cleevland-Peck</p> <p>A Squash and a Squeeze by Julia Donaldson</p> <p>How to Count to One by Casper Salmon</p> <p>Triangle by Mac Barnett and Jon Klassen</p> <p>Pete the Cat and his 4 Groovy Buttons - Eric Litwin</p> <p>Square by Mac Barnett and Jon Klassen</p> <p>Day Monkey Night Monkey - Julia Donaldson</p>	<p>Kipper's Birthday - Mick Inkpen</p> <p>Rosie's Walk - Pat Hutchins</p> <p>Bear in a Square - Della Blackstone</p> <p>None the Number - Oliver Jeffers</p> <p>The Ugly 5- Julia Donaldson</p> <p>A Beach for Albert - Eleanor May</p> <p>Sidney the Silly only eats Six - MW Penn</p> <p>There's a T-Rex in Town - Ruth Symons</p>	<p>Giraffes Can't Dance - Giles Andreae</p> <p>Simons Sock - Sue Hendra</p> <p>Don't forget the bacon - Pat Hutchins</p> <p>Nine Naughty Kittens- Linda Jenny</p> <p>Engines engines - Lisa Bruce and Stephen Waterhouse</p> <p>Mouse Shapes- Ellen Stoll Walsh</p>	<p>20 Big Trucks in the Middle of the Street - Mark Lee</p> <p>Which one Doesn't Belong - Playing with Shapes. Christopher Danielson</p> <p>Zog - Julia Donaldson</p> <p>The Knight Who Said "No!" - Lucy Rowland & Kate Hindley</p> <p>The Knight Who Wouldn't Fight - Helen Docherty & Thomas Docherty</p>	<p>The Hundred Decker Bus- Mike Smith</p> <p>Jack and the FlumFlum Tree - Julia Donaldson</p> <p>Double Dave - Sue Hendra</p> <p>The Secret Path (Percy the Park Keeper) - Nick Butterworth</p> <p>Paddington's Guide to London - Michael Bond</p> <p>Cleo the Completely Fine Camel - Wendy Meddour</p>
<p>Literacy</p> <p>Writing purpose</p>	<p>Children will mark make with meaning.</p> <p>Children will write their name to label their work.</p> <p>Children will use sounds taught to label pictures.</p>	<p>Children will use sounds and Tricky Words taught to write CVC words, simple phrases, captions and lists in a variety of tasks.</p> <p>Children will write to label pictures and to describe.</p> <p>Children will create and write a postcard to thank an everyday hero.</p>	<p>Children will use sounds and Tricky Words taught to write simple sentences for a variety of purposes - including to create or retell narratives, and to make predictions.</p>	<p>Children will use sounds and Tricky Words taught to write more complex sentences using conjunctions. This will include writing facts about animals, making comparisons of animals and writing instructions for how to look after an animal</p>	<p>Children will use sounds and Tricky Words taught to begin to write with greater stamina and fluency They will retell and write their own versions of stories. Children will write questions with support.</p>	<p>Children will use sounds and Tricky Words taught to write descriptions of themselves as well as letters for their new teachers. Children will also write to recount the experience of their school trip.</p>
<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>Children will discuss who is in their family and how every family is different. They will participate in small group and one to one discussions.</p> <p>Children will be able to describe themselves and others accurately.</p>	<p>Children will design and create a 'Leaf man' and imagine where the wind might take him.</p> <p>Children will use recently introduced vocabulary to describe special events.. Children will show an awareness of past tense.</p> <p>Children will be able to use relevant vocabulary to describe their favourite everyday 'hero', giving an explanation for why they have chosen them.</p>	<p>Children will use recently introduced vocabulary to describe different dinosaurs and their habitats.</p> <p>They will start to make predictions, offering explanations and opinions linked to clues and stories. Children will show an awareness of future tense.</p>	<p>Children will learn and perform simple poems to describe minibeasts.</p> <p>Children will give instructions to others about the best way to care for an animal of their choice.</p> <p>Children will be able to explain some ways to keep themselves healthy and safe and the role of doctors, nurses and dentists.</p>	<p>Children will make predictions and offer explanations for their ideas using full sentences, with modelling and support, in small groups.</p>	<p>Children will take part in class discussions. They will offer opinions and express ideas about what they believe might happen using full sentences, with modelling and support.</p>
<p>Maths: Whiterose Scheme</p>	<p>Sort and Compare</p> <p>Talk about Measure and Patterns</p>	<p>It's Me 1, 2, 3.</p> <p>Circles and Triangles</p> <p>1,2,3,4,5.</p> <p>Shapes with 4 sides</p>	<p>Alive in 5!</p> <p>Mass and Capacity</p> <p>Explore 3D Shape</p> <p>Length, Height and Time</p> <p>Growing 6,7,8</p>	<p>Length, Height and Time continued</p> <p>Building 9 and 10</p> <p>Explore 3D Shape continued</p>	<p>To 20 and Beyond</p> <p>How many more?</p> <p>Manipulate, compose and decompose.</p>	<p>Sharing and Grouping</p> <p>Visualise, build and map</p> <p>Make Connections.</p>
<p>Maths: Number</p>	<p>Comparison: Children will match and sort groups of objects and will be able to explain more, less or the same.</p> <p>Counting: Children will be given practical opportunities to count objects correctly and give a total number for a group.</p> <p>Cardinality: Children will play games; and sing songs and nursery rhymes to develop their understanding of numbers to 5.</p> <p>Composition: Children will begin to solve real world problems with numbers up to 5.</p>	<p>Comparison: Children will create representations of 0-5 using objects, media and materials.. They will have opportunities to match their representations to cards showing the numerals.</p> <p>Counting: Children will share stories and pictures which represent 0-5 and point out the groups. They will be encouraged to find objects in provision and notice 0-5 in the environment.</p> <p>Cardinality: Children will count and subitise as a way of checking the total. They will also count actions and objects that cannot be moved.</p> <p>Composition: Children will begin to understand the 1 more and 1 less relationship with numbers up to 5 by playing games and singing songs. Children will use double-sided counters and other resources to explore ways to make numbers to 5 and develop their understanding of number bonds to 5.</p>	<p>Comparison: Children will create representations of 6,7,8 using objects, media and materials. They will have opportunities to match their representations and to problem solve.</p> <p>Counting: Children will share stories and pictures which represent 6,7,8 and point out the groups. They will be encouraged to find objects in provision and notice 6,7,8 in the environment.</p> <p>Cardinality: Children will count and subitise as a way of checking the total. They will be supported to combine 2 groups and will look closely at doubling numbers to 8 in different ways.</p> <p>Composition: Children will continue to develop their understanding of the 1 more and 1 less relationship using numbers to 8. They will be introduced to odd and even numbers using songs, games and stories.</p>	<p>Comparison: Children will create representations of 9 and 10 using objects, media and materials. They will have opportunities to match their representations and to problem solve.</p> <p>Counting: Children will share stories and pictures which represent 9 and 10 and point out the groups. They will be encouraged to find objects in provision and notice 9 and 10 in the environment</p> <p>Cardinality: Children will count and use conceptual subitising as a way of finding the total to 10 eg: by using a tens frame.</p> <p>Composition: Children will continue to develop their understanding of the 1 more and 1 less relationship applying this to numbers to 10, by playing games and singing songs. Children will use double-sided counters and other resources to</p>	<p>Comparison: Children will create representations of numbers from 10-20 using objects, media and materials. They will have opportunities to match their representations and to problem solve.</p> <p>Counting Children will share stories and pictures which represent numbers 10-20 and point out number bonds to 10. They will be encouraged to find objects in provision and notice numbers beyond 10 in the environment.</p> <p>Cardinality: Children will count and use conceptual subitising as a way of finding the total to 20 eg: by using tens frames. Children will begin to develop an awareness of adding and subtraction.</p> <p>Composition Children will continue to develop their understanding of the 1 more and 1 less relationship applying this to numbers to 20, by</p>	<p>Comparison: Children will create representations of Odd and Even numbers using objects, media, materials and maths manipulatives. They will have opportunities to explore the relationship between odd and even, doubling and halving, sharing and grouping in different ways using practical resources.</p> <p>Counting: Children will create representations of Odd and Even numbers using objects, media, materials and maths manipulatives. They will have opportunities to explore the relationship between odd and even, doubling and halving, sharing and grouping in different ways using practical resources.</p> <p>Cardinality: Children will secure their understanding of addition and subtraction and will be given open ended challenges to continue to explore the concept of doubling.</p>

				develop their understanding of number bonds to 10.	playing games and singing songs. Children will continue to use a range of resources to support a secure understanding of number bonds to 10.	Composition: Children will develop their understanding of sharing and grouping; including with odd and even numbers. Applying this to numbers to 20, by playing games and solving problems.
Maths: Shape, Space and Measure	<p>Spatial Awareness Children will talk about and explore 2D shapes using informal and correct mathematical language. They will select shapes appropriately to create pictures of their choice.</p> <p>Shape Children will talk about and explore 2D shapes using informal and correct mathematical language.</p> <p>Pattern Children will recognise and use simple repeating patterns during cross curricular activities.</p> <p>Measure Children will use correct mathematical language to describe size. They will begin to explore ways to measure and record height using non standard units. Children will begin to compare and order objects by height. Children will be supported to measure time using sand-timers and to use this to support turn taking.</p>	<p>Spatial Awareness Children will be given the opportunity to play with a range of puzzles. They will also build on their prior learning by investigating how shapes can be combined to make new shapes and that a shape can have other shapes within it.</p> <p>Shape Children begin to describe the properties of squares and rectangles using mathematical language eg: 'sides', 'straight' and 'corners'.</p> <p>Pattern Children will use 2D shapes to create repeating patterns during cross curricular activities such as when creating decorations for Festivals.</p> <p>Measure Children will compare the properties of shapes. Children will be supported to recognise time passing and to 'count down' to a celebration. Children will take part in cooking activities to prepare food for celebrations by weighing, counting and measuring ingredients with support.</p>	<p>Spatial Awareness Children will revisit the properties of shape developing an understanding of 3D shape. Children will use their knowledge to create 3D Dinosaur models using junk.</p> <p>Shape Children will revisit the properties of shape developing an understanding of 3D shape. Children will use their knowledge to create 3D Dinosaur models using junk.</p> <p>Pattern Children will share stories and play a range of games to match pattern pairs correctly.</p> <p>Measure Children will explore the length and height of dinosaurs. They will compare what they discover to familiar objects around them. Children will also explore and compare Mass and Capacity of familiar objects.</p>	<p>Spatial Awareness Children will use a range of media to create symmetrical patterns for example for butterflies and ladybirds.</p> <p>Shape Children will revisit 3D Shape. They will be able to recognise and name 3D shapes and use them appropriately for tasks such as construction.</p> <p>Pattern Children will complete a pattern hunt to identify and match more complex patterns. They will begin to be able to copy and continue complex patterns.</p> <p>Measure Children will continue to measure, record and compare the length and height of objects such as the Giant's shoe and the Beanstalk. Children will also share stories and sing songs to support them in talking about time and the sequence of familiar routines.</p>	<p>Spatial Awareness Children will be able to rotate and manipulate shapes to copy or complete patterns.</p> <p>Shape Children will show that they can select shapes for a purpose. Children will be able to create new shapes by adding other shapes together or by removing shapes, to solve puzzles.</p> <p>Pattern Children will be able to rotate and manipulate shapes to copy or complete patterns.</p> <p>Measure Children will continue to explore the concept of time and the past by sequencing events.</p>	<p>Spatial Awareness Children will explore mapping by looking at a range of different maps. They will create their own treasure maps as well as linear maps to represent a journey.</p> <p>Shape Children will replicate and build scenes and constructions eg: of familiar London landmarks.</p> <p>Pattern Children will create and explore pattern rules</p> <p>Measure Children will measure, record and compare the length and height of constructions they have built. Children will measure their performances during Sports Day in a range of ways such as using Stop watches, counting steps. Children will record their findings in a range of ways including using tally marks.</p>
UTW * Nat World	Children will start to make observations of the Natural World around them, including seasonal changes looking closely at trees and different plants including sunflowers.	Children will continue to notice seasonal changes and will create a weather station to investigate these further. Children will notice seasonal changes to trees and use new language to describe them. Children will investigate Light and Dark considering what is a shadow and how is it made?	Children will continue to notice seasonal changes and recognise signs of Spring. Children will begin to understand and represent life cycles by considering dinosaur eggs. Children will learn to classify and sort dinosaurs into herbivore / carnivore by considering their physical attributes.	Children will build on their knowledge of life cycles by making first hand observations of real tadpoles and caterpillars as they develop. Children will develop an understanding of different habitats around the world and consider how animals are adapted to live in them. Children will be able to describe some things they can do to make healthy choices and why these are important.	Children will develop an understanding of what plants need to grow by planting their own seeds and observing them. Children will investigate how plants take in water by making predictions and then exploring what happens when they are based in different coloured dyes. Children will investigate which plants grow best and give explanations for their ideas (Dark, light, dry etc). They will consider what makes a fair test.	Children will describe how humans grow and change. Children will work as a team to investigate and problem solve ways to rescue the Naughty Bus.
UTW *People, Culture and Communities (Geography / RE) *Past and Present (History)	<p>Geography: Children will consider our homes, school and our community. We will discuss and describe local landmarks and features of our environment (beach).</p> <p>History: Children will talk about the lives of the people around them and their different jobs and roles.</p> <p>Discovery RE: What makes people special? Family, friends, role models, Christianity - Jesus and Moses.</p>	<p>Geography: Children will describe similarities and differences between themselves and others (linked to festivals).</p> <p>History: Children will understand the significance of Remembrance Day. They will create poppies and take part in the school assembly. Children will talk about the lives of people in our community who are our every day heroes.</p> <p>Children will be able to retell the story of Bonfire Night and the reason that it is celebrated in England.</p> <p>Children will be able to recall some simple Christmas traditions and explain some similarities between Christmas in the past and Christmas now.</p> <p>Discovery RE : What is Christmas? Festivals - Diwali, Christmas,</p>	<p>Geography: Children will describe volcanoes using basic geographical language.</p> <p>History: Children will explain the work of Mary Anning and why it was important.</p> <p>Children will understand some ways in which fossils and other clues help us to know what dinosaurs looked like.</p> <p>Discovery RE:- How do people celebrate? Festivals: Valentines Day, Lunar New Year</p>	<p>Geography: Children will understand that there are many different habitats around the world. They will explain how some animals are adapted to live in different places.</p> <p>History: Children will be able to recognise and recall different traditions for Easter and Eid.</p> <p>Discovery RE: What is Easter? Festivals: Easter, Eid / Ramadan</p>	<p>Geography: Children will be introduced to London and some of its famous landmarks today.</p> <p>History : Children will understand the role of castles and the people who lived in them in the past compared to the present.</p> <p>Discovery RE: What can we learn from stories? (Christianity, Islam, Hinduism, Sikhism)</p>	<p>Geography: Children will make comparisons between Bournemouth and London; and later between the UK and Kenya.</p> <p>History: Children will look closely at how vehicles have changed through time. They will also consider the life of Harry Paye and other pirates from the past..</p> <p>Discovery RE: What makes places special? (Christianity, Islam, Judaism)</p>
Personal Social & Emotional Development	Jigsaw: Being Me in My World Children will work together to make others feel welcome. They will think about everyone's right to learn and work as a class	Jigsaw: Celebrating Difference Children will describe similarities and differences between themselves and others; and explore the	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me Children will design and make a fruit salad. They will be able to explain why it is healthy as well as	Jigsaw: Relationships Children will understand the importance of treating others with respect. They will start to be able to	Jigsaw: Changing Me Children will understand that everyone is unique and special. They will be able to express how they

<p>*Self-Regulation *Managing Self *Building Relationships</p>	<p>to create a Learning Charter to follow.</p> <p>Children will start to consider how to keep themselves and others safe and will be able to identify Trusted Adults.</p> <p>Trick Box:</p>	<p>importance of including others during play, using kind words and actions. Children will explain what makes a good friend by creating a friendship recipe as a class.</p> <p>Trick Box:</p>	<p>Children will understand what a challenge means. They will learn to set a goal and work towards it and will understand some ways we can encourage ourselves and others to keep trying when we are faced with difficulties.</p> <p>Trick Box:</p>	<p>other ways in which we can keep ourselves healthy and safe, including looking after our teeth and staying safe online.</p> <p>Children will work as part of a team to create a bug hotel. They will give and receive constructive feedback to each other and use this to improve their designs.</p> <p>Trick Box:</p>	<p>solve friendship problems -knowing how to help themselves and others when they feel upset and hurt. Children will understand the importance of working as part of a team.</p> <p>Trick Box:</p>	<p>feel when change happens and understand and respect change in themselves and others. Children will usually look forward to change but will also know who to ask for help, and some Trick Box strategies to use if they feel worried about it.</p> <p>Trick Box:</p>
<p>Expressive Arts & Design *Creating with materials</p>	<p>Children will choose from a range of media to create a self-portrait.</p> <p>Children will decorate frames for their portraits using a range of materials and simple repeating patterns.</p> <p>Children will look closely at the work of artists and create their own representations.</p>	<p>Children will design and create a 'Leaf man' and imagine where the wind might take him.</p> <p>Children will design and create a decoration using collage to be used for a special event. Children will begin to explain the process they have used.</p> <p>Children will create treats for a special occasion.</p>	<p>Children will choose from a range of media and materials to design and create a 3D dinosaur model. Children will explain the processes they have used and give reasons for their choices.</p>	<p>Children will design and build a bug hotel, considering purpose and materials. They will consider whether they have been successful, and reflect on ways to improve their design by giving and receiving feedback from others using 'Even Better If.'</p>	<p>Children will consider different techniques and choose ways to represent their ideas for the view at the top of the beanstalk.</p> <p>Collage Printing Resist Painting</p>	<p>Children will design and build a floating vessel. Children will test their designs and work with others to give and receive feedback before improving their designs.</p> <p>Children will recreate traditional African Silhouette Art and use a range of techniques to create landscape pictures of different environments around the world.</p>
<p>Expressive Art & Design *Being Imaginative and Expressive</p>	<p>Children will perform familiar Nursery Rhymes and songs with others.</p>	<p>Children will create simple puppets and use them to retell a familiar story.</p> <p>Children will perform songs and rhymes with others in front of an audience. Children will move in time to the music.</p>	<p>Children will use their dinosaur model as inspiration for a new story character. They will describe their character to others and make suggestions for what might happen to them in a story.</p> <p>Children will move in different ways to music to represent different dinosaurs.</p>	<p>Children will learn and perform simple poems. Children will create props to enhance their performance using a range of media and materials.</p> <p>Children will learn an increasing repertoire of songs and rhymes.</p>	<p>Children will invent a new ending for a familiar story. They will use props and puppets to tell their story to others.</p>	<p>Children will create a new story for a 'Naughty Car'. They will use a range of props and materials to tell their story to others.</p>
<p>Music. Singing and performance.</p>	<p>Charanga: Head, Shoulders, Knees and Toes rap. 1,2,3,4,5 Song Five Little Monkeys Five Little Ducks I am in the Groove. I can sing a Rainbow.</p>	<p>Christmas performance songs</p> <p>Miss Polly had a Dolly - traditional London's Burning- traditional Superheroes Unite Song</p>	<p>Charanga: This Old Man Hickory Dickory Dock Five Fine Bumble Bees</p> <p>Brontosaurus: Will you wait for Me? Dinosaur Stomp</p>	<p>Charanga: Five Little Speckled Frogs Alice the Camel Field Mice</p> <p>Metamorphosis song If I were a minibeast Tiny Caterpillar Song</p>	<p>Charanga: Marching Band Song</p> <p>Power in Me Puff the Magic Dragon</p>	<p>Charanga: Number Crunchers</p> <p>You've got a friend in Me. Power in Me Pirate Song - When I was One</p>
<p>Physical development</p>	<p>Movement Skills: Gymnastics</p> <p>Children will learn to move and balance like different jungle animals. They will be experimenting with moving around, under, through and over small and large equipment.</p> <p>Storycises Term 1</p>	<p>Movement Skills: Gymnastics</p> <p>Children will build on their previous learning to create their own gymnastic sequence.</p> <p>Storycises Term 1</p>	<p>Movement Skills: Dance</p> <p>Children will create their own set of dinosaur movements. They will turn these movements into short motifs which will be linked together to create a class dance, performed to a piece of music.</p> <p>Storycises Term 2</p>	<p>Ball Skills</p> <p>Children will practise and develop skills which include controlling a ball, rolling and throwing a ball, bouncing a ball, kicking a ball, catching a ball and striking a ball.</p> <p>Storycises Term 2</p>	<p>Ball Skills and Athletics</p> <p>Children will continue to practise their ball skills and will apply what they have learnt individually and using simple team games.</p> <p>Children will begin to practise a range of skills, using some small equipment. Children's learning will be linked to a range of Olympic sports.</p> <p>Storycises Term 3</p>	<p>Athletics</p> <p>Children will practise a range of skills, using some small equipment. They will be learning how to throw, run and jump in a range of different ways. Children's learning will be linked to a range of Olympic sports, all ready to take part in Sports Day!</p> <p>Storycises Term 3</p>
<p>Progressive gros motor, fine motor and sensory opportunities provided through continuous provision</p>						
<p>Safeguarding</p>	<p>Families Trusted adults</p>	<p>Online safety</p>	<p>Safe relationships. Trusted adults - NHS.</p>	<p>Health</p>	<p>Health</p>	<p>Safe relationships and trusted adults</p>

*Gatsby: 2-Learning from career and labour market information. 4-Linking curriculum learning to careers. 5-Encounters with employers and employees