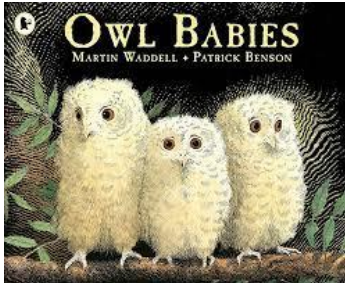
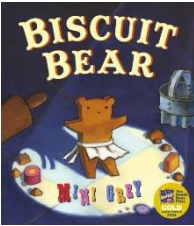
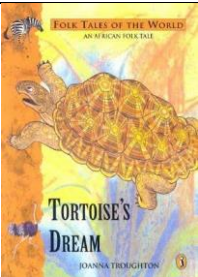


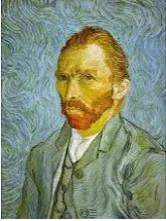
 The Henry Moore Primary School YEAR R	AUTUMN 1 Me, Myself and I	AUTUMN 2 Me, Myself and I	SPRING 1 Helping Hands	SPRING 2 Helping Hands	SUMMER 1 Once upon a Mini-beast	SUMMER 2 Once upon a Mini-beast
MATHS White Rose Power Maths	Getting to know you Match sort and compare Sort objects Compare objects and amounts Number and Place Value: Counting Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10. Geometry: 2D and 3D Shapes See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations (for example, triangles not always presented on their base) Talking about patterns Discussing measurement		Number and Place Value: Using PV and Comparing Play games that involve moving along a numbered track and understand that larger numbers are further along the track. Addition and Subtraction: Calculation Understand the cardinal value of number words, for example understanding that 'four' relates to 4 objects. Subitise for up to 5 items. Automatically show a given number using fingers. Recall number bonds up to 5 (including subtraction facts) begins to experience partitioning and combining numbers within 10. Devise and record number stories, using pictures, numbers and symbols (such as arrows). Mass and capacity: Looking at measurement More and less Geometry: 2D and 3D Shapes See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations (for example, triangles not always presented on their base)		Number and Place Value: Using PV and Comparing Play games that involve moving along a numbered track and understand that larger numbers are further along the track. Addition and Subtraction: Calculation Understand the cardinal value of number words, for example understanding that 'four' relates to 4 objects. Subitise for up to 5 items. Automatically show a given number using fingers. Recall number bonds up to 5 (including subtraction facts) begins to experience partitioning and combining numbers within 10. Devise and record number stories, using pictures, numbers and symbols (such as arrows).	
	ENGLISH Word reading, Comprehension and Writing CLPE - The Power Of Reading Bug Club Phonics Bug	Reading Texts The WORRYSAURUS Rebecca Cobb Hello Friend! Hello Friend by Rebecca Cobb	Reading Texts Bonfire The Twinkl Poetry Collection Musical sound Poetry bonfire night Rosa Rebeca	Reading Text What the Ladybird Heard What the Ladybird Heard by Julia Donaldson Information Texts about People who help us, including: Police People Fire Fighters Vets Doctors Ambulance/Paramedics	Reading Text Naughty Bus The Naughty Bus by Jan and Jerry Oke	Reading Texts A collection of Traditional Tales

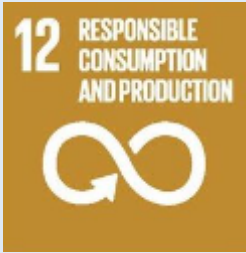
	A collection of Active Learn Phonics Bug phase 1 books.	Rosa Parks by Lisbeth Kaiser  Owl Babies by Martin Waddell	 Biscuit Bear by Mini Grey	Information Texts about different modes of transport.	 By Joanna Troughton	Yucky Worms by Vivian French Information texts about Mini-beasts and insects and the life cycle of a caterpillar.
	Word Reading • Phonic Sounds: Phonics Bug programme: Phase 1 and beginning of phase 2 • Phase 2 Tricky words • Environmental sounds • Musical instruments • Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. • Help children to read the sounds speedily. This will make sound-blending easier • Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Word Reading • Phonic Sounds: Phonics Bug programme: Phase 2 (23 sounds) • Phase 2 Tricky words • Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. • Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell. • End of Term assessment on Phonics Tracker	Word Reading • Phonic Sounds: : Phonics Bug programme: Recap Phase 2 Move on to Phase 3 (27 sounds) • Phase 3 Tricky words • Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. • Rhyming strings, • Begin to look at Non Fiction books	Word Reading • Phonic Sounds: Phonics Bug programme: continue with phase 3 and recap/filling in gaps. Move on to Phase 4 • Phase 3 Tricky words • Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. • Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. • Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. • End of Term assessment on Phonics Tracker	Word Reading • Phonic Sounds: Phase 4 • Phase 4 tricky words • Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. • Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	Word Reading • Phonic Sounds: Filling in gaps from phase 3 and 4. Move on to Phase 5 • Some alternative phonemes • Phase 4 Tricky words • Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. • End of term assessments Phonics Tracker • Transition work with Year 1 staff
	Comprehension • Joining in with rhymes and showing an interest in stories with repeated refrains. Environmental print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has	Comprehension • Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Actions to retell the story - Story Maps. Retelling of stories. Editing of	Comprehension • Encourage children to record stories through picture drawing/mark making • Read simple phrases and sentences made up of words with known letter-sound correspondences and,	Comprehension • Information texts about people who help us in society. • Re-read books to build up their confidence in word reading, their fluency and their understanding and	Comprehension • Traditional stories to help with repetition and traditions Use of new enriched vocabulary to match the books read. • Retell a story with actions and / or picture prompts as part of a group - Use story	Comprehension • Can draw pictures of characters/ event / setting in a story. Use of new enriched vocabulary to match the books read. • Listen to stories, accurately anticipating key events & respond

	meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. - Sequence story - use vocabulary of beginning, middle and end. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Enjoys an increasing range of books	where necessary, a few exception words. Read a few common exception words matched to Phonics Bug. Put E books on to Active Learn platform for children to share at school and at home. Parents invited into school for 'Secret Reader'	enjoyment. World Book Day - Use of new enriched vocabulary to match the books read and forms of speech that are increasingly influenced by their experiences of books. - They develop their own narratives and explanations by connecting ideas or events - Parents invited into school for 'Secret Reader'	language when acting out a narrative. Rhyming words. - Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. - Parents invited into school for 'Secret Reader'	to what they hear with relevant comments, questions and reactions. - Make predictions - Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. - Begin to sort books into categories.
	Writing - Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Caption/letter formation - Name writing/Labels. Captions Lists Diagrams Messages - - Writing initial sounds and simple captions. - Use initial sounds to label characters / images. Messages in the role play area	Writing - Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. - Help children identify the sound that is tricky to spell. - Sequence the story of Christmas. - Write a sentence	Writing - Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. - Guided writing based around developing short sentences in a meaningful context. Creating a story boards.	Writing - Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. - Character descriptions. - Write 2 sentences	Writing Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.	Writing - Labels and captions - life cycles Recount - A trip to the park - sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own information.
Communication and Language	Wellcomm and Baseline Assessments - Wellcome to EYFS - Settling in activities - Making friends - Children talking about experiences that are familiar to them - What are your passions / goals / dreams - This is me! - Rhyming and alliteration - Familiar Print - Sharing facts about me!	Intervention communication and language groups based on Wellcomm Assessment - Show and tell - Weekend news - Settling in activities - Develop vocabulary - Discovering Passions - Tell me a story - retelling stories - Story language - Word hunts - Listening and responding to stories - Following instructions	Intervention communication and language groups based on Wellcomm Assessment - Show and tell - Weekend news - Using language well - Asking how and why questions... - Discovering Passions - Retell a story with story language - Ask questions to find out more and to check they understand what has been said to them.	Intervention communication and language groups based on Wellcomm Assessment - Show and tell - Weekend news - Describe events in detail - time connectives - Discovering Passions - Understand how to listen carefully and why listening is important. - Use picture cue cards to talk about an object: "What colour is it?"	Intervention communication and language groups based on Wellcomm Assessment - Show and tell - Weekend news - Discovering Passions - Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Intervention communication and language groups based on Wellcomm Assessment - Show and tell - Weekend news - Discovering Passions - Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.

	- Shared stories - All about me! - Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	- Takes part in discussion - Understand how to listen carefully and why listening is important. - Use new vocabulary through the day. - Choose books that will develop their vocabulary.	- Describe events in some detail. - Listen to and talk about stories to build familiarity and understanding. - Learn rhymes, poems and songs. - Listening to children and asking questions about their Tapestry news.	Where would you find it? Sustained focus when listening to a story		
Personal, social and emotional development.	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Understanding of the World with Global links	Me, myself and I Human Geography - Describe the immediate environment, using new vocabulary where appropriate. - Know the name of the road, and town that school is located in. - Talk about a range of contrasting environments within their local region. Physical Geography - Observe the natural world and how the seasons change, talking about the weather and seasonal features. Science (Working scientifically investigation station) - On-going seasons - Human body History - Chronology and Timelines - Remembers and talks about significant events in their own experience	Harlow Week Physical Geography - Observe the natural world and how the seasons change, talking about the weather and seasonal features. - Note and record the weather. Use images and texts to share with children about the changing seasons. - Model the vocabulary needed to name specific features of the world, both natural and made by people. Science (Working scientifically investigation station) - On-going seasons - Animals and their habitats History - Chronology and Timelines - Remembers and talks about significant events in their own experience - Recognises and describes special times or events for family or friends	People around us Geographical Skills and Fieldwork - Look at aerial views of the school setting, commenting on what they notice, recognising buildings, open space, roads and other simple features. - Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. Physical Geography - Observe the natural world and how the seasons change, talking about the weather and seasonal features Science (Working scientifically investigation station) - On-going seasons - Animals - Plants History - Knowledge of World, British and local events and people	Materials and building Locational knowledge - Find out about places in the world that contrast with locations they know well. - Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. - Teach children about a range of contrasting environments within both their local and national region. - Share non-fiction texts that offer an insight into contrasting environments. - Explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. (Avoid stereotyping) Science	Plants and growing Enquiry and Communication - They talk about the features of their own immediate environment and how environments might vary from one another. - Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. - VOCABULARY: Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural Science (Working scientifically investigation station) - Animals and the life cycle - Plants History - Chronology and Timelines - Remembers and talks about significant events in their own experience	The life cycle Physical Geography - Observe the natural world and how the seasons change, talking about the weather and seasonal features Science (Working scientifically investigation station) - Animals and the life cycle History - Chronology and Timelines - Remembers and talks about significant events in their own experience - Recognises and describes special times or events for family or friends 15 LIFE ON LAND

	- Recognises and describes special times or events for family or friends Historical enquiry - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Organisation and communication - Children talk about the past and present events in their own lives and in the lives of family members. - Talk about the lives of people around them and their roles in society. 		- Understanding the world - people, culture and community, and past and present - They know about the similarities and differences between themselves and others, and among families, communities and traditions. - They know about the similarities and differences between themselves and others, and among families, communities and traditions.	(Working scientifically investigation station) - On-going seasons - Materials History - Interpreting Sources Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	Recognises and describes special times or events for family or friends	
Expressive Arts and Designs All year round (Listening and Appraisals):	Singing and musicianship - Join in with songs and nursery rhymes. Games: sing call-and-response songs, so that children can echo phrases of songs you sing. - Exploring sounds and how they can be changed, tapping out of simple rhythms. - Explore mark-making or pattern making and develop their fine motor skills using a variety of tools competently, safely and confidently Self-portraits, junk	Perform and share: - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance. - Listen to music and make their own dances in response. Christmas songs/poems - Firework pictures, Christmas decorations,	Playing instruments: - Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers. Improvisation and composition - Explore and engage in music making, performing solo or in groups. - Encourage children to create their own music	Playing instruments - Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers. Improvisation and composition: - Explore and engage in music making, performing solo or in groups. - Encourage children to create their own music	Artist focus: Henri Matisse 3D - Develop their fine motor skills using a variety of tools including scissors competently, safely and confidently. - Join different materials and explore different textures. - To handle, feel and manipulate different materials. To begin constructing, shaping and modelling. Continuous throughout the year:	Perform and share: Singing and musicianship - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance. Continuous throughout the year: - Develop their fine motor skills using a variety of tools including scissors

	modelling, beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. take picture of children's creations and record them explaining what they did. - Provide opportunities to work together to develop and realise creative ideas.  Artist focus: Drawing Vincent Van Gogh self portraits - Continuous throughout the year: - Develop their fine motor skills using a variety of tools including scissors competently, safely and confidently. - Join different materials and explore different textures. - To handle, feel and manipulate different materials. - To begin constructing, shaping and modelling	Christmas cards Collage owls for Owl Babies - The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. - Role Play Party's and Celebrations Role Play of The Nativity  Artist focus: Painting Alma Woodsey - To explore, use and refine a variety of artistic effects to express their ideas and feelings using colour and paint. Continuous throughout the year - Develop their fine motor skills using a variety of tools including scissors competently, safely and confidently. - Join different materials and explore different textures. - To handle, feel and manipulate different materials. - To begin constructing, shaping and modelling	- Making lanterns, Chinese writing, puppet making, Chinese music and composition - Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Continuous throughout the year - Develop their fine motor skills using a variety of tools including scissors competently, safely and confidently. - Join different materials and explore different textures. - To handle, feel and manipulate different materials. - To begin constructing, shaping and modelling	Continuous throughout the year - Develop their fine motor skills using a variety of tools including scissors competently, safely and confidently. - Join different materials and explore different textures. - To handle, feel and manipulate different materials. - To begin constructing, shaping and modelling - Make different textures; make patterns using different colours - Children will explore ways to protect the growing of plants by designing scarecrows. - Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers - Mother's Day crafts Easter crafts Home Corner role play	- Develop their fine motor skills using a variety of tools including scissors competently, safely and confidently. - Join different materials and explore different textures. - To handle, feel and manipulate different materials. - To begin constructing, shaping and modelling. - Creating a caterpillar collage.	competently, safely and confidently. - Join different materials and explore different textures. - To handle, feel and manipulate different materials. - To create a Matisse collage snail - Make bug ball decorations.
DT expressive Arts	- Using different materials - Children know about similarities and differences in relation to objects and materials.		Cooking Biscuit bear short bread - Weighing and measuring - measure using spoons - Mixing: combine small amounts of cold ingredients in bowl, eg flour/eggs/mixture		Houses for The three Little Pigs - Select appropriate resources - Use gestures, talking and arrangements of materials and components to show design	Mechanisms - To design a moving bug - To create moving objects like bugs using split pins - To evaluate and tell the class what they found easy or not hard

	- Experiments to create different textures. - Manipulates materials to achieve a planned effect. - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		- Shaping and assembling: use hands to shape dough into simple shapes - Heating: preparing food for cooking eg cakes cases in a bun tray - Serving and garnishing: spoon cold food on to a plate - Food safety: take part in simple clearing up tasks eg clearing and cleaning tables - Recipes and ingredients: recognise familiar foods 		- Use contexts set by the teacher and myself Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) - Adapt work if necessary - Dismantle, examine, talk about existing objects/structures - Consider and manage some risks	
PSHE	All About Me - To be able to identify their physical features. - To understand how others may look when expressing basic emotions. - To be able to label character traits in others. - Friendships. 	Happy Mind - Meet Your Brain	Helping Hands Health and Wellbeing - Who helps to keep us safe - To learn about different roles in the community to keep us safe. - To learn how to ask for help in a safe way. - To learn how to feel comfortable in asking for help or support when unsafe or worried. - To learn how to call for help in an emergency eg. dialling 999. - Litter picking - Recycling - Road safety. Happy Mind - Celebrate	Happy Mind - Appreciate	Being the Best Me I Can Be - To be introduced to the concept of 'personal strengths'. - To be introduced to the idea of a 'role model'. - To be introduced to the idea of 'trying their best'. - To begin to think of the different character traits related to helping in the classroom'. - To begin to think of the different character traits related to helping at home. - To reflect on their learning throughout the module and the related character traits. Happy Mind - relate	Transitions into Year 1 Happy Mind - engage
RE and Festivals	Which stories are special and why? - Rosh Hashanah - Yom Kippur - Sukkot	Which people are special and why? - Diwali - Hannukah - Christmas	What places are special and why? Ash Wednesday / Shrove Tuesday	What times are special and why? - Holi - Palm Sunday - Passover - Easter	Being special: where do we belong? Eid	What is special about our world? Summer Solstice

				Start of Ramadan		
Enrichment calendar	- World Mental Health Day - Harvest Festival - Recycling Week - Healthy Eating Week	- Halloween - Bonfire Night - Remembrance day - World Nurse Rhyme week - Children in Need - Christmas Jumper Day	- Children's mental Health Week - National Puzzle Day - World Religion Day - Harlow week - Road safety	- Pancake Day - World Book Day - Red Nose Day - Mother's Day	- Earth Day - Children's gardening week - World Oceans Day 	- Father's Day - Charity Week - Sports Day
Physical Development Fine Motor skills Gross Motor skills	Fine motor skills - Threading, cutting, weaving, playdough, Fine Motor activities. - Manipulate objects with good fine motor skills - Draw lines and circles using gross motor movements - Hold pencil/paint brush beyond whole hand grasp - Pencil Grip. Physical development/gross motor Games - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can travel with confidence and skill around, under, over and through balancing and climbing equipment. - I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.	Fine motor skills - Threading, cutting, weaving, playdough, Fine Motor activities. - Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand - Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Physical development/gross motor Games - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can travel with confidence and skill around, under, over and through balancing and climbing equipment. - I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.	Fine motor skills - Threading, cutting, weaving, playdough, Fine Motor activities. - Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control - Encourage children to draw freely. - Holding Small Items / - Button Clothing / - Cutting with Scissors. Physical development/gross motor Gym - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can travel with confidence and skill around, under, over and through balancing and climbing equipment. - I can show good control and co-ordination in large and small movements (ELG) Games - I can move freely and with pleasure and	Fine motor skills - Threading, cutting, weaving, playdough, Fine Motor activities. - Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Physical development/gross motor Gym - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can travel with confidence and skill around, under, over and through balancing and climbing equipment. - I can show good control and co-ordination in large and small movements (ELG) Games - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running,	Fine motor skills Threading, cutting, weaving, playdough, fine Motor activities. - Develop pencil grip and letter formation continually - Use one hand consistently for fine motor tasks - Cut along a straight line with scissors / - Start to cut along a curved line, like a circle / draw a cross. Physical development/gross motor Gym - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can travel with confidence and skill around, under, over and through balancing and climbing equipment. - I can show good control and co-ordination in large and small movements (ELG) Dance - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can travel with confidence and skill around, under, over	Fine motor skills Threading, cutting, weaving, playdough, Fine Motor activities. - Form letters correctly - copy a square. - Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture. - Start to draw pictures that are recognisable/ - Build things with smaller linking blocks, such as Duplo or Lego. Physical development/gross motor Gym - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can travel with confidence and skill around, under, over and through balancing and climbing equipment. - I can show good control and co-ordination in large and small movements (ELG) Athletics

			confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can travel with confidence and skill around, under, over and through balancing and climbing equipment. - I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.	jumping, skipping, sliding and hopping. - I can travel with confidence and skill around, under, over and through balancing and climbing equipment. - I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.	and through balancing and climbing equipment. I can show good control and co-ordination in large and small movements (ELG)	- I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can travel with confidence and skill around, under, over and through balancing and climbing equipment. - I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.
Life Skills	- Washing hands - Cleaning Teeth - Using a knife and fork - Putting clothes on	Writing a Christmas list	- Making phone calls in different scenarios - Cleaning Teeth 	Making phone calls in different scenarios	- Exploring shops and playing with money - Cleaning Teeth 	Exploring shops and playing with money
Authentic outcomes		Make a friendship bracelet		- To learn some basic first aid from a paramedic - Talk about safety re - Police and firefighters		Plan a bug ball
VISITS/ TRIPS		Pantomime Visit to the South Mills Art Centre. December 2025	People who help us visitors: Ambulance Bus driver Vet			Thorndon wood - June 2026 End of Year Show July 2026