







<p>To become a Confident Communicator who can listen carefully in different situations, is confident to talk to friends and adults, asks questions about the world and is keen to learn new vocabulary to share their ideas.</p>	<p>To become an Independent Individual who has a growth mindset, selects their own resources, can manage their own personal needs and know how to stay fit and healthy.</p>	<p>To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings</p>	<p>To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment and can assess risks</p>
<p>To become a Talented Tool User who can hold a pencil effectively and uses a range of tools (for example scissors, cutlery, paintbrushes, tweezers, sewing needles) safely and with confidence</p>	<p>To become a Brilliant Bookworm who enjoys listening to stories, loves reading, is confident to read aloud and loves to talk about the books they have engaged with.</p>	<p>To become a Wow Writer who seeks out writing for a range of purposes, forms letters correctly, writes words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others</p>	<p>To become a Master of Maths who enjoys working with numbers and can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5</p>
<p>To become an Exceptional Explorer who can show curiosity about the world around them, who understands how to read and draw a simple map and understands some differences between times and places</p>	<p>To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Devon and the local area is special and has an awareness of other people's cultures and beliefs</p>	<p>To become a Proud Performer who has the confidence speak to an audience, can retell stories with expression and confidence and plays a range of percussion instruments correctly and with good rhythm</p>	<p>To become a Dynamic Designer and Amazing Artist who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it and are proud to share their achievements</p>

	A1	A2	Sp 1	Sp 2	S 1	S2
	All About Me Seasonal changes	Celebrations and Festivals	Arctic explorers	Growing	Transport and Treasure	Minibeasts
Book Hook	 <p>Tree, Seasons come and seasons go by Patricia Hegarty</p> <p>A stroll through the seasons by Kay Barnham</p>	 <p>Rama and Sita by Jay Anika The Christmas Story DK</p>	 <p>Poles Apart by Jeanne Willis My First Arctic Encyclopaedia by Simon Holland</p>	 <p>Oliver's Vegetables by Vivian French Jack and the Beanstalk DK</p>	 <p>The Treasure of Pirate Frank by Elspeth Graham The Big Picture Atlas by Emily Bone</p>	 <p>The Hungry Caterpillar by Eric Carle</p> <p>Mad About Minibeasts! by Giles-Andreae</p>
Memorable experiences	Seasons walk Welly walks Forest school links	Church visits Nativity Exploring light Fireworks paintings	Cultures from around the world (parent visits, food, other celebrations) Science experiments melting ice Journeys Making maps Picnics Creating canals/other monuments/buildings from the book	Growing plants Farm trip Tasting fruit and veg Farmer visits to school Easter performance	Treasure hunt Beach trip Pirate ship trip – Brixham Zoo trip	Minibeast hunt Recycling trip Bug hotels Ugly bug ball Music/ Arts celebration assembly
Other events and opportunities	Black History month Mental Health Day 8/10 Remembrance Day 11/11		Chinese New Year 12-28/2 Women's History Month (March)		International Dance Day 29/4 Anti Bullying day 4/5 VE day 8/5 World Day for Cultural Diversity 21/5 D Day 6/6 World Music Day/ Summer Solstice 21/6	

			Children's Arts Weeks 29th June to 19th July
<p>At the South Hams Federation, we are all inclusive schools and feel it is important to be understanding and tolerant of other's faiths and beliefs. Each month we focus on festivals and celebrations to promote to the children via a display in the main hall.</p>			
<p>Festivals and celebrations</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Harvest (Christian) Yaum- Arafah (Muslim) Sukkot (Jewish) 20-27/9</p> <p>Divali 4/11 (Hindu) Remembrance Day Bonfire Night All Saints Day 1/11 (Christian) Advent Sunday 28/11 (Christian) Hanukkah 28/11 – 6/12 (Jewish) Christmas 25/12 (Christian)</p>	<p>Birthday of Guru Gobind Singh (Sikh) January Ganjitsu Japanese New Year 1-3/1 Chinese Lantern Festival 15/2 Valentine's Day 14/2</p> <p>Shrove Tuesday (Christian) 1/3 Palm Sunday 28/3 (Christian) Holi 29/3 (Hindu) Passover (Jewish) 27/3 – 4/4</p>	<p>Ramadan (Muslim) 2/4 – 1/5 May Day 1/5 Eid Ul Fitir (Muslim) 2-3/5 Shavuot (Jewish) 4-6/6</p> <p>Summer Solstice (Pagan) 21/6 Chokhor Duchon (Buddhist) June/July – Date changes Birthday of Haile Selassie (Rastafarian) 23/7</p>

Reading						
Pre/ RTP criteria	A1	A2	Sp 1	Sp 2	S 1	S2
<p>All terms Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read a few common exception words matched to the school's phonic programme. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>						
<p>Listening and enjoying sharing a range of books. Talking about the illustrations Asking questions about the book. Talking about likes and dislikes (about a text) Talking about the narrative Joining in with well-known stories Holding books correctly and turning the pages Understanding how a book works and handling books with care</p>	<p>Listen to songs and stories containing rhymes Children to listen and enjoy a range of stories and make comments about what they hear. Engage in story time and listen to new vocabulary. Children to blend CVC words using graphemes taught Children to be able say the correct phoneme for the corresponding grapheme for some letters.</p>	<p>Suggest words to rhyme together (real or pseudo) Children to listen to stories and have discussions about new/ unfamiliar vocabulary. Children to blend CVC words using graphemes taught Read tricky words taught Children to be able say the correct phoneme for the corresponding grapheme for letters taught</p> <p>Read simple sentences containing known graphemes</p>	<p>Children to be able to say the correct phoneme for each letter of the alphabet. Children to read simple captions consistent with their phonic knowledge Give predictions of texts, events giving reasons for their thinking Read simple sentences by blending</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Whole Class Guiding Reading- Looking, clue, thinking questions. Individual predictions of texts, events Retell stories in sequence- story mapping Read simple sentences and tricky words</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Deepen answers in Reading- retrieval and inference Read aloud sentences consistent with their phonic knowledge Develop fluency in reading Begin to answer comprehension questions about texts read to themselves</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Continue to deepen answers in Reading- retrieval and inference Ask questions about a text Develop fluency and expression in reading</p> <p>Answer comprehension questions about texts read to themselves</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>

Understanding that print holds meaning Recognising name and other familiar logos Has a love of stories and books						
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Writing - independent						
Pre/ RTP criteria	A1	A2	Sp 1	Sp 2	S 1	S2
Using a dominant hand Mark making	Write some or all of their name Children to form graphemes taught Children to hear and write initial sounds in words.	Be able to independently write their own name. Children to form graphemes taught Children to segment CVC words using graphemes taught	Write CVC words, labels and simple captions. Form upper- and lower-case letters Write longer - polysyllabic words Create maps, label foods for picnics etc	Spell words using their phonetic knowledge Write simple sentences to record events (growing) Write compound words Write words with two or more digraphs	Spell words using their phonetic knowledge Write simple phrases and sentences including some tricky words Write CCCVCC words with short vowel sounds Write root words with suffixes Begin to combine sentences to form a short narrative/ non-fiction	Spell words using their phonetic knowledge Write simple sentences including some tricky words, capital letters and full stops. Combine a few sentences to form a short narrative non-fiction text. Write CCCVCC words with long vowel sounds Write root words with suffixes

Phonics						
Pre/ RTP criteria	A1	A2	Sp 1	Sp 2	S 1	S2
<p>In all writing sessions : Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>						
<p>Listening to environmental sounds Alliteration games Oral blending and segmenting Listening and comparing the sounds of different toys or musical instruments Making sounds a part of your storytelling Singing songs and rhymes Clapping along to words or songs Introducing rhyming words</p>	<p>Phase 2 s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,l</p> <p>is I the</p>	<p>Phase 2 ff,ll,ss,j,v,w,x,y,z,zz,q u,sh,th,ng,nk Words with s added at the end Words ending in s /z/ (hits / bags)</p> <p>put pull full as and has his her go no to into she push he of we me be</p>	<p>Phase 3 ai,ee,igh,oa,oo,oo,ar,or,ur,ow,oi,ear,air,er Words with double letters dd,mm,tt,bb,rr,gg,pp,ff Longer words</p> <p>was you they my by all are sure pure</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Phase 3 Review phase 3 Words with two or more digraphs, longer words, words ending in -ing, compound words, words with s in the middle /z/, words ending in s, words with es at the end /z/</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Phase 4 Short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC, longer words, compound words, root words ending in -ing, -ed /t/, ed /id//ed/, -est said so have like some come love do were here little said there when what one out today</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Phase 4 Long vowel sounds CVCC, CCVC, CCCVC, CCV, CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Phase 4 words ending in: -s /s/, -s /z/, -es longer words</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>

Maths

Number

Pre/ RTP criteria	A1	A2	Sp 1	Sp 2	S 1	S2
<p>Understands that numbers denote how many of something</p> <p>Beginning to use numbers in play</p> <p>Uses 1:1 correspondenc e when counting a small amount</p> <p>Counts jumps, steps etc</p>	<p>Match and sort objects</p> <p>Represent 1-3</p> <p>Compare 1-3</p> <p>Explore the composition of 1-3</p> <p>Explore the composition of numbers to 10.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count objects, actions and sounds.</p>	<p>Represent 1-5</p> <p>Count and subitise to 5</p> <p>One more and one less (within 5)</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count objects, actions and sounds.</p> <p>Subitise</p>	<p>Explore zero</p> <p>Compare numbers to 5</p> <p>Composition of 4 and 5</p> <p>Count and subitise 6,7,8</p> <p>Make pairs</p> <p>Explore the composition of numbers to 10.</p> <p>Compare numbers.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count objects, actions and sounds.</p> <p>Subitise</p>	<p>Combine 2 amounts</p> <p>Count and subitise 9 and 10</p> <p>Compare numbers to 10</p> <p>Explore bonds to ten</p> <p>Explore the composition of numbers to 10.</p> <p>Compare numbers.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count objects, actions and sounds.</p> <p>Subitise</p>	<p>Consolidation of key skills: subitising, counting, composition, sorting and matching, ordering and comparing</p> <p>Recognise numbers beyond 10 using place value</p> <p>Explore counting patterns beyond 10</p> <p>Adding 1 more using stories</p> <p>Taking away 1- practical</p> <p>Doubling</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Count beyond ten.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count objects, actions and sounds.</p> <p>Subitise</p>	<p>Consolidation of key skills: subitising, counting, composition, sorting and matching, ordering and comparing</p> <p>Recalling number bonds to 5 and some to 10</p> <p>Recall doubling facts</p> <p>Sharing and grouping</p> <p>Even and odd</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count objects, actions and sounds.</p> <p>Subitise</p>

Space, shape and measure

Pre/ RTP criteria	A1	A2	Sp 1	Sp 2	S 1	S2
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<p>Recognises basic 2D shapes and can find them in the environment</p> <p>Uses language of weight, height, length</p> <p>Can compare weight, height etc</p> <p>Can sequence familiar events</p>	<p>Compare size, mass and capacity</p> <p>Make patterns</p> <p>Recognise properties of circles and triangles</p> <p>Compare length, weight and capacity.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Use positional language</p> <p>Recognise and create shapes with 4 sides</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>	<p>Compare mass and capacity</p> <p>Describe and compare length and height</p> <p>Sequence events</p> <p>Use everyday time language</p> <p>Compare length, weight and capacity.</p>	<p>Explore 3D shape properties and names</p> <p>Create more complex patterns (AAB)</p> <p>Develop spatial awareness</p> <p>Continue, copy and create repeating patterns.</p>	<p>Spatial reasoning matching, rotating and manipulating</p> <p>Using shapes to create new shapes</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>	<p>Use positional language in relation to another object</p> <p>Visualise and build shape</p> <p>Create maps</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>
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Physical Development

Daily School life

- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (playtimes/ cont provision obstacle courses)
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (mealtimes, art, English, writing activities, DT) Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

PE

Pre/ RTP criteria	A1	A2	Sp 1	Sp 2	S 1	S2
<p>Walking up and down stairs</p> <p>Running and avoiding obstacles/ other children</p> <p>Climbing simple equipment</p> <p>Balancing on beams etc</p> <p>Throwing and catching large balls</p>	<p>Learning different ways of moving</p> <p>Balancing on one foot</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Jumping and landing safely</p> <p>Learning seated balances using core strength</p> <p>Assessing risk when climbing, balancing etc</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Developing balance with movement</p> <p>Developing balance in a range of different stances</p> <p>Talking about how our bodies feel after exercise</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (playtimes/ cont provision obstacle courses)</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Developing basic ball handling skills</p> <p>Exploring balance and counter balances</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Sending and receiving balls (rolling, throwing, striking with hands and feet)</p> <p>Developing agility and reactions</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Developing speed</p> <p>Developing core strength</p> <p>Understanding the impact of exercise on my body</p> <p>Talking about the effect of exercise on the body</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p>

Personal, Social and Emotional Development

	A1	A2	Sp1	Sp2	SI	S2
	<p>Learning about goal setting Healthy foods and healthy routines Understanding simple hygiene routines including brushing teeth Personal hygiene and germs</p> <p>Show resilience and perseverance in the face of challenge. Manage their own needs. • Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> ● regular physical activity ● healthy eating ● toothbrushing ● sensible amounts of 'screen time' ● having a good sleep routine ● being a safe pedestrian 	<p>Feelings of loss and change Keeping safe around the house (chemicals and medicines) Where to get help</p> <p>Build constructive and respectful relationships.</p>	<p>Recognise and share others and own feelings Know when to keep secrets Talk about your family and community (who is special to you)</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.</p>	<p>Share views and opinions Develop acceptance Think about similarities and differences in people</p> <p>Think about the perspectives of others.</p>	<p>Rules - why are they important How are we all the same and how are we all different?</p> <p>See themselves as a valuable individual. Identify and moderate their own feelings socially and emotionally.</p>	<p>How to look after the environment What is money and why is it important?</p>

Expressive Art and Design

Art

Pre/ RTP criteria	A1	A2	Sp 1	Sp 2	S 1	S2
<p>All terms: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>						
<p>Exploring materials freely Exploring colour mixing Using a variety of art tools such as pencil, crayons and pencils, paint and brushes, fingers, hands Giving meaning to drawings and marks Drawing around the outline of a shape Making simple marks based on own experiences Printing with simple objects - leaf, hand Talking about what they are doing</p>	<p>Learning primary colours Choosing colour for a purpose Printing using simple patterns and shapes Paul Klee Drawing simple representations of people, objects - self portraits Cutting straight lines with scissors/snippers. Drawing circles, horizontal/vertical lines. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Painting techniques -dots, dabs, zig zags, wavy Colour mixing (Kadinsky) Shape collage to create Rangoli patterns (Diwali) Using iPads to take pictures of their work Creating Christmas cards and crafts Drawing simple pictures Cutting wavy lines with scissors/snippers. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Learning joining techniques for junk modelling Using joining techniques and junk modelling to make props Using a range of joining materials (glue, sellotape etc) David Edgar Planning design ideas Using scissors/ snippers to cut out a simple shape independently Adding smaller details e.g. eyelashes or windows on a house. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Exploring shape and form to create fruit and veg faces - collage Giuseppe Arcimboldo Sketching - growing beans Leonardo Da Vinci Using scissors to cut out a simple shape independently Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Explore textures in a collage Fishing Boats on the Beach at Saintes-Maries-de-la-Mer - Van Gogh Clay / plasticine modelling animals from around the world Nick Mackman Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Natural materials insects - selecting for texture, shape, colour and effect Raku Inoue/ Andy Goldsworthy Insect Mosaics Christopher Marley Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>

Music						
Pre/ RTP criteria	A1	A2	Sp 1	Sp 2	S 1	S2
<p>Joining in with some words when singing</p> <p>Joining in with parts of nursery rhymes</p> <p>Exploring instruments and how sounds can be changed</p> <p>Using body percussion</p>	<p>Learning nursery rhymes and simple songs for Harvest performance</p> <p>Find the pulse</p> <p>Clap rhythms</p> <p>Explore high and low pitch using instruments</p> <p>Learn rhymes, poems and songs.</p> <p>Listen attentively, move to and talk about music, expressing their feelings</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody and responses.</p>	<p>Learning Christmas songs</p> <p>Copy and clap rhythms</p> <p>Explore pitch in songs</p> <p>Invent rhythms and patterns</p> <p>Learn rhymes, poems and songs.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Copy and clap rhythms</p> <p>Explore pitch in songs</p> <p>Invent rhythms and patterns</p> <p>Create melodic patterns using two notes</p> <p>Learn rhymes, poems and songs.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Learn Easter songs and perform</p> <p>Copy and clap rhythms</p> <p>Explore pitch in songs</p> <p>Invent rhythms and patterns</p> <p>Create melodic patterns using two notes</p> <p>Learn rhymes, poems and songs.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Clap rhythms</p> <p>Keep the beat to a song</p> <p>Add pitched notes to a rhythm</p> <p>Play patterns using three notes</p> <p>Learn rhymes, poems and songs.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Learn and perform a song for the end of year celebration</p> <p>Learn rhymes, poems and songs.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
Main Songs to be used						
NA	<p>Pat-a-cake</p> <p>1, 2, 3, 4, 5, Once I Caught a Fish Alive</p> <p>This Old Man</p> <p>Five Little Ducks</p> <p>Name Song</p> <p>Things For Fingers</p>	<p>I'm A Little Teapot</p> <p>The Grand Old Duke Of York</p> <p>Ring O' Roses</p> <p>Hickory Dickory Dock</p> <p>Not Too Difficult</p> <p>The ABC Song</p>	<p>Wind The Bobbin Up</p> <p>Rock-a-bye Baby</p> <p>Five Little Monkeys</p> <p>Jumping On The Bed</p> <p>Twinkle Twinkle If You're Happy And You Know I t Head, Shoulders,</p>	<p>Old Macdonald</p> <p>Incy Wincy Spider</p> <p>Baa Baa Black Sheep</p> <p>Row, Row, Row Your Boat</p> <p>The Wheels On The Bus</p> <p>The Hokey Cokey</p>	Big Bear Funk	<p>Baa Baa Black Sheep</p> <p>Twinkle Twinkle</p> <p>Incy Wincy Spider</p> <p>Rock-a-bye Baby</p> <p>Row, Row, Row Your Boat</p>

			Knees And Toes			
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Drama and dance						
Pre/ RTP criteria	A1	A2	Sp 1	Sp 2	S 1	S2
Playing with familiar resources in role play and small world (e.g. farm animals) Listening to stories Moving to music Copying basic actions Beginning to watch performances for short periods of time Roleplaying every day events	Using own experiences to develop storylines Talking about characters and events in stories Participating in small world play related to rhymes and stories Making up own situations in role play Harvest performance - actions for the song	Retelling well known stories Using new vocabulary from stories in different context Using different materials to add to costumes and make their own Performing in the Nativity	Selecting and creating their own resources to enhance role play Comment on role play - expressing feelings and responses Retelling stories as a repetition, using some of their own words <small>Watch and talk about dance and performance art, expressing their feelings and responses.</small>	Developing own storylines Replicating dances and performances Learning longer dance routines, matching pace Comment on role play - expressing feelings and responses Learning an Easter performance routine <small>Watch and talk about dance and performance art, expressing their feelings and responses.</small> <small>Develop storylines in their pretend play.</small>	Enhancing play with resources that they pretend are something else Comment on role play - expressing feelings and responses Retelling stories with others, changing/substituting some of the details Making up own stories Retells well known stories in great detail, using new language Creating simple dance Watching performance <small>Watch and talk about dance and performance art, expressing their feelings and responses.</small> <small>Develop storylines in their pretend play.</small>	Inventing, adapting and recounting narratives and stories with peers and their teachers Comment on role play - expressing feelings and responses Moving in time with music Singing a range of well-known nursery rhymes and songs Performing at the celebration assembly <small>Watch and talk about dance and performance art, expressing their feelings and responses.</small> <small>Develop storylines in their pretend play.</small>

Understanding the World

Forest School

Weekly

History

Pre/ RTP criteria	A1	A2	Sp 1	Sp 2	S 1	S2
<p>Learning about different occupations</p> <p>Learning about the past through stories and exploring similarities and differences</p> <p>Learning about simple routines and time (e.g. lunchtime)</p> <p>Learning about changes to seasons</p> <p>Discussing changes to themselves and in their lives i.e. growing</p>	<p>Notice that things change over time – starting school</p> <p>Discuss changes in the seasons</p> <p>Discuss birthdays and how they happen at different times</p>	<p>Know that events/celebrations take place at certain points of the year.</p> <p>Christmas, Diwali, remembrance day, fireworks day</p> <p>Discussing the change to the day length linked to fireworks</p> <p>Understand that events are to remember events in the past- Bonfire Night - Stories in the past</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Notice that things in nature change over time.</p> <p>Compare now and then (past explorers)</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Notice how things grow and change over time – growing / bean diary</p> <p>Reflect on changes and talk about them using the language of the past</p>	<p>Know that life was different in the past – pirates</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Know that plants/chicks/tadpoles/caterpillars grow and change over time. – life cycle of a caterpillar</p> <p>Notice and celebrate the new things they can do. Eg I can now write letters but when I first started school I couldn't.</p> <p>Explore the natural world around them.</p>

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Geography						
Pre/ RTP criteria	A1	A2	Sp 1	Sp 2	S 1	S2
<p>Learning about our local area</p> <p>Learning that there are different countries in the world through celebrations and stories</p> <p>Discussing differences between countries that they have experienced or seen in photos</p> <p>Talking about their likes and dislikes about the local area</p> <p>Talking about some of the similarities and differences in the setting and embracing these</p>	<p>Finding my way around my new school</p> <p>Understanding where I live/ where my school is</p> <p>Talk about members of their immediate family and community.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Understanding journeys - Rama and Sita and the Christmas story</p> <p>Using simple maps</p> <p>Mapping our journey to school</p> <p>Understanding of other cultures (Diwali)</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Understanding that we are in Modbury and that it is a small part of the county Devon, which is part of the country England and finding these on a map.</p> <p>Comparing life in this country with others through the texts being read</p> <p>Draw information from a simple map.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Where does our food come from? Comparing and contrasting countries</p> <p>Fruit and vegetables - sorting them in national and international</p> <p>Food miles and pollution</p> <p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Where have I been on holiday? Exploring other countries and areas of this country</p> <p>Postcards Seaside - Blue Planet - plastic pollution.</p> <p>Using maps to find treasure</p> <p>Animal habitats Sort according to which continents they live on.</p> <p>Understanding that we live in England</p> <p>Draw information from a simple map.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Different habitats of animals / minibeasts</p> <p>Giving directions using maps / directional language</p> <p>Draw information from a simple map.</p>

Science						
Pre/ RTP criteria	A1	A2	Sp 1	Sp 2	S 1	S2
<p>Exploring natural materials within other areas of continuous provision</p> <p>Discussing changes to the local environment – weather, seasons etc</p> <p>Talking about what they have observed in the natural world</p> <p>Using all their senses to explore</p> <p>Exploring the properties of materials during art and design activities</p>	<p>Notice that things in nature change over time.</p> <p>Seasons and key changes.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Light and Dark</p> <p>Making shadows</p> <p>Explore the natural world around them.</p>	<p>Notice that things in nature change over time.</p> <p>Talking about recycling during junk modelling</p> <p>Seasons and key changes.</p> <p>Comparing our local environment with others through the texts being read</p> <p>Changes of state- melting ice</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Explore the natural world around them.</p>	<p>Notice how things grow and change over time – growing / bean diary</p> <p>Changes of state melting chocolate for Easter nests</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them.</p>	<p>Exploring different environments – coastal</p> <p>Comparing different countries environments around the world through texts</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Know that plants/chicks/tadpoles/caterpillars grow and change over time. – life cycle of a caterpillar</p> <p>Explore the natural world around them.</p>

Communication and Language

Pre/ RTP criteria	A1	A2	Sp 1	Sp 2	S 1	S2
<p>Listening carefully when asked</p> <p>Following simple instructions</p> <p>Responding appropriately to an adult</p> <p>Engaging in a two way conversation</p>	<p>Listen to nursery rhymes and poems</p> <p>Understand how to listen carefully to an adult and why listening is important.</p> <p>Interact politely with adults in the school setting</p> <p>Engage in story times.</p> <p>Use new vocabulary through the day.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Engage in story time</p> <p>Develop social phrases</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	<p>Listen to nursery rhymes and poems</p> <p>Understand how to listen to their friends</p> <p>Ask questions to find out more.</p> <p>Develop communication tools to interact in school</p> <p>Learn rhymes, poems and songs</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	<p>Listen to nursery rhymes and poems identifying rhymes and patterns</p> <p>Articulate ideas and thoughts in well-formed sentences.</p> <p>Link cause and effect through speech</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listen to nursery rhymes and poems identifying rhymes and patterns</p> <p>Describe experiences in some detail</p> <p>Talk about changes in growing plants and explain why they might happen.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	<p>Listen to nursery rhymes and poems creating rhymes and alliteration</p> <p>Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Use new vocabulary in different contexts</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>Listen to nursery rhymes and poems creating rhymes and alliteration</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>

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