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Persider (Figure)  The transmission of the common process of the c	Themes		Weddings 5. Hanukkah, 6 and 7. Christmas		,	Animals (dinosaurs?) 5. Habitats 6. Habitats	world 4. Cold Countries around the world 5.
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Miss be thermed as a valuable individual processing by grants.  See controlling and moderate from one feeling special policy and embodomally used an embodomally used and flavored and f			who wanted more	·	SR: Identify and moderate their own feelings	, , ,	Staying safe over summer
BR: Think about the perspectives of others.  Ms: Macros price of the perspectives of others.  Ms: Macros price or price	Regulation	feelings of others.		SR: Identify and moderate their own feelings	socially and emotionally.	Side by Side (Rachel Bright – overcoming	Transition into Year One
Physical Development Gross motor of the plant inversents with ease of a plant expert when striated and process motor of groce.  Development Gross motor of the plant inversents with ease of plant tayle of groce.  Development Gross motor of groce and drama  Development Gross motor of groce.  Development Gross motor of groce and drama  Development Gross motor of groce.  Development Gross motor of groce and drama of groce.  Development Gross motor of groce and drama of groce.  Development Gross motor of groce and drama of groce.  Development Gross motor of groce and motor skills so that they can are a range of loak competently, salphy advantage and writing, grantistically, grounding, working, plantitudes, science, shows, sho		MS: See themselves as a valuable individual.	SR: Identify and moderate their own feelings	socially and emotionally.	<b>BR:</b> Think about the perspectives of others.	shyness)	
Physical Development- Fine motor  Maths  Maths  Maths  According the motor information of the control from a confidently. Suppersed tools: pencils for disposance to the control fine of the complete control fine of the control			socially and emotionally.	<b>BR:</b> Think about the perspectives of others.	MS: Show resilience and perseverance in the		FLCs
Dance and drama				MS: Manage their own needs.	face of challenge.		ELGS
Dance and drama  - Combine different movements with ease of continue different movements with ease of figure to striking on the floor activities and figures.  - Combine different movements with ease of figures the community of			· · · · · · · · · · · · · · · · · · ·			FLGs	
Develop their small motor skills so that they can see a range of tools competently, safely and safely use a range of large and mall appearous insolated and pagenous insolated in a large and mall appearous insolated in a large and mall appearous insolated and a group.  Physicial Develop their small motor skills so that they can use a range of tools competently, safely demand and some and angine. The process lowers a more flower skills so that they can use a range of tools competently, safely demand and some.  Nambs  Numerical patterns:  Numerical pat	<u> </u>						
Consist motor  - Combine different novements with easy and figure, - Combine different novements with easy and figure or page of posts to every an experiment of page of posts the when stating and table or sitting and the floor acquired railing, crowling, welling, juming, naming, hopping, skipping climbing  - Physicial Development-Fine motor - Progress mounts are range of tools competently, safely and confidently, suggested tools, pencifs for drawing and writing, pointbrushes, scissors, kinver, forks and spoons.  - Number: Numbers 1 to 5		Dance and drama	Yoga	Gymnastics/ apparatus		Ball skills	Ball skills and sports day practise
and fluency.  but look or siting on the floor  and oxidise, capacity, palping, skipping, s		- Combine different movements with ease	- Use their core muscle strength to	- Revise and refine the fundamental	- Confidently and safely use a range of	- Further develop and refine a range of	- Develop confidence, competence,
Table or sitting on the floor progress towards a more fluent style of moving, with developing control and grace.    Physical povelop their small motor skills so that they are range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, pointhrushes, scissors, knees, forks and spoons.    Number is Numbers to 5	Gross motor		achieve a good posture when sitting at a	, ,	large and small apparatus indoors and		precision and accuracy when engaging in
Physical Development—Fine motor    Develop their small motor skills so that they and confidently. Suggested tools: pencils for drawing and writing, pointbrushes, scissors, knives, forks and spoons.    Number Numbers 1 to 5		•	table or sitting on the floor	acquired: rolling, crawling, walking,	outside, alone and in a group.	kicking, passing, batting, and aiming.	activities that involve a ball.
Physical Development of the control			<ul> <li>Progress towards a more fluent style of</li> </ul>	jumping, running, hopping, skipping,	- Develop overall body-strength, balance,		- Develop the overall body strength, co-
Physical Develop their small motor skills so that they 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, pointbrushes, scissors, kinks; forks and spaons.  Maths  Number: Numbers 1 to 5 L.O. To be able to subtiss L.O. To be able to subtiss L.O. To be able to compore numbers L.O. To be able to match the numeral to quantity L.O. To be able to compore numbers L.O. To be able to remark the numeral to quantity L.O. To be able to compore numbers L.O. To be able to compore numbers L.O. To be able to remark the numeral to quantity L.O. To be able to compore numbers L.O. To be able to compore numbers L.O. To be able to remark the numbers com be made up in different ways (6 can be made up of 4 and 2, 1 and 1 and 4 or 3 and 3) L.O. To be able to representations of numbers sevent to describe events in day (morning, afternoon, before, offer, today, thormway, naming circles, triangles, squares and rectangles, nostinoal longuage, machining bejects, finding and confidently, safely and confidently, safe			moving, with developing control and	climbing	co-ordination and agility.		ordination, balance and agility needed to
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, paintrushes, scissors, knives, forks and spoons.    Number: Numbers 1 to 5			grace.				engage successfully with future physical
Physical Development-Fine motor and a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, pointbrushes, scissors, kinkes, forks and spoons.  Maths  Number: Numbers 1 to 5 L.O. To be able to submits early L.O. To be able to count to find out how many L.O. To be able to match the numeral to quantity L.O. To be able to count to find out how many L.O. To be able to identify one more and one less L.O. To be able to compete numbers L.O. To be able to match the numeral to quantity L.O. To be able to compete numbers L.O. To be able to compete numbers L.O. To be able to match the numeral to quantity L.O. To be able to compete numbers L.O. To be able to match the numeral to quantity L.O. To be able to compete numbers L.O. To be able to compete numbers L.O. To be able to match the numeral to quantity L.O. To be able to match the numeral to quantity L.O. To be able to match the numeral to quantity L.O. To be able to compete numbers L.O. To be able to compete numbers L.O. To be able to match the numeral to quantity L.O. To be able to match the numeral to quantity L.O. To be able to compete numbers L.O. To be able to compete numbers L.O. To be able to match the numbers can be made up in different ways (6 can be made up of 1 and 2,1 and 1 and 4 or 3 and 3) L.O. To be able to compete numbers L.O. To be able to match the numbers can be made up in different ways (6 can be made up of 1 and 2,1 and 3 and 4 or 3 and 3) L.O. To be able to compete numbers L.O. To be able to compete number bonds to 10 L.O. To know some number bonds to 10 L.O. To be able to combine 2 groups to find out how many altogether L.O. To be able to combine 2 groups to find out how many altogether L.O.							education sessions and other physical
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L.O. To be able to identify one more and one less  Numerical patterns:  Key events in the day, using language to describe events in a day (morning, afternoon, before, after, today, tomorrow), naming circles, triangles, squares and rectangles, positional language, matching objects, finding  L.O. To be able to identify number bonds to 5  L.O. To know number bonds to 5  Numerical patterns:  Numerical pattern		• •		1	1	, ,	out how many altogether
less  Numerical patterns: Numerical patterns: Ney events in the day, using language to describe events in a day (morning, afternoon, before, after, today, tomorrow), naming circles, triangles, squares and rectangles, positional language, matching objects, finding  Numerical patterns: N		•				L.O. To be able to take items away from an	L.O. To be able to take items away from an
Numerical patterns: Key events in the day, using language to describe events in a day (morning, afternoon, before, after, today, tomorrow), naming circles, triangles, squares and rectangles, positional language, matching objects, finding  Numerical patterns:  On tens frames  Numerical patterns:  Numerical patterns:  Doubles, language for time, making and using simple maps, sharing objects equally, making equal groups.  Numerical patterns:  Numerical patterns:  Numerical patterns:  On tens frames  Numerical patterns:  Numerical patterns:  Numerical patterns:  On tens frames			1533	L.O. 10 KNOW HUITIDET DUTIUS (0.5	· · · · · · · · · · · · · · · · · · ·		
Numerical patterns:  Key events in the day, using language to describe events in a day (morning, afternoon, before, after, today, tomorrow), naming circles, triangles, squares and rectangles, positional language, matching objects, finding  Numerical patterns:  Sorting, 2D and 3D shapes, compare size, sequence important dates  Numerical patterns:  Sorting, 2D and 3D shapes, compare size, sequence important dates  Numerical patterns:  Ooubles, language for time, making and using simple maps, sharing objects equally, making equal groups.  Numerical patterns:  Numerical patterns:  Numerical patterns:  Numerical patterns:  Numerical patterns:  Ooubles, language for time, making and using simple maps, sharing objects equally, making equal groups.		ICSS		Numer a wined to extra second	1		L.O. To understand that numbers can be made
Key events in the day, using language to describe events in a day (morning, afternoon, before, after, today, tomorrow), naming circles, triangles, squares and rectangles, positional language, matching objects, finding  Key events in the day, using language to describe events in a day (morning, afternoon, before, after, today, tomorrow), naming circles, triangles, squares and rectangles, positional language, matching objects, finding  Numerical patterns:  Relationship between shape and number, decomposing shapes, capacity  Numerical patterns:  Doubles, language for time, making and using simple maps, sharing objects equally, making equal groups.  Comparing amounts, recognise patanguage for time, making and using simple maps, sharing objects equally, making equal groups.		Numerical patterns:	Numerical patterns:	1	on tens frames	1	up in different ways (6 can be made up of 4
describe events in a day (morning, afternoon, before, after, today, tomorrow), naming circles, triangles, squares and rectangles, positional language, matching objects, finding    Advanced mass, sequence important dates   Structure		·	Sorting, 2D and 3D shapes, compare size,		Numerical natterns:	and 2, 1 and 1 and 4 or 3 and 3)	and 2, 1 and 1 and 4 or 3 and 3)
before, after, today, tomorrow), naming circles, triangles, squares and rectangles, positional language, matching objects, finding  before, after, today, tomorrow), naming decomposing shapes, composing shapes, capacity  Doubles, language for time, making and using simple maps, sharing objects equally, making equal groups.  Numerical patterns:  Comparing amounts, recognise patterns:  numbers			sequence mass, sequence important dates	neight, patterns		l., . , .,	
circles, triangles, squares and rectangles, positional language, matching objects, finding positional language, matching objects obj							Numerical patterns:
positional language, matching objects, finding simple maps, sharing objects equally, making equal groups.					1		Comparing amounts, recognise patterns in
l equal groups.		· · · ·			cupacity	1	
						equal groups.	
Literacy 5 phonics sessions a week- reading and 5 phonics	Literacy	•	5 phonics sessions a week- reading and	5 phonics sessions a week- reading and	5 phonics sessions a week- reading and	5 phonics sessions a week- reading and	5 phonics sessions a week- reading and
writing the sound every day.		writing the sound every day.	writing the sound every day.	writing the sound every day.	writing the sound every day.	writing the sound every day.	writing the sound every day.

				Ι		
	Phase 2: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f & ff, I & II, Ss, & revisit  a, and, to, the, no, go, of, I, into, her  One focused teacher led writing session: Name writing and initial sounds Handwriting  Poetry – Nursery rhymes and traditional rhymes  WR: Read individual letters by saying the sounds for them  WR: Read a few common exception words matched to the school's phonic programme.	Phase 3: j, v, w, x, y, z & zz, qu, ch, sh, th, th, ng, ai, ee, igh, oa, oo (long), oo (short), ar, or, ur, ow  Me, be, He, my, by, she, they, We, are One focused teacher led writing session: Initial sounds, words, sentences, lists and labels  Letters (to Santa)  WR: Blend sounds into words, so that they can read short words made up of known letter—sound correspondences.  WR: Read individual letters by saying the sounds for them WR: Read some letter groups that each represent one sound and say sounds for them. WR: Read a few common exception words matched to the school's phonic programme.	Phase 3: oi, ear, air, ure, er, revision Phase 4: Cvcc, ccvc, Ccvcc, cccvc, cccvc you, all, was, live, give, Said, have, like, so, do, Some, come, were, there, little, One, when, out, what  One focused teacher led writing session: Words, sentences, lists and labels, captions  Fairytales and Traditional Tales  Recipes  WR: Blend sounds into words, so that they can read short words made up of known letter— sound correspondences.  WR: Read individual letters by saying the sounds for them WR: Read a few common exception words matched to the school's phonic programme.	Phase 4: Compound words, revision  One focused teacher led writing session: Labels, lists, captions, sentences Instructions  WR: Blend sounds into words, so that they can read short words made up of known letter—sound correspondences.  WR: Read individual letters by saying the sounds for them  WR: Read a few common exception words matched to the school's phonic programme	Phase 5: Wh, ph, Ay, a-e, eigh (as ai), ey (as ai), ei (as ai), ea, e-e, ie (as ee), ey, y (as ee), ed (as t), ie, i-e, y (as igh), i (as igh), ow (as oa), o-e, o (as oa), oe  Oh, their, people, Mr, Mrs, Ms, Called, looked, asked, water, where, who, again  One focused teacher led writing session: Labels, lists, captions, sentences, posters  Poetry: Counting rhymes  Information texts,  Description  WR: Blend sounds into words, so that they can read short words made up of known letter—sound correspondences.  WR: Read individual letters by saying the sounds for them  WR: Read a few common exception words matched to the school's phonic programme.  WR: Read simple phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few exception words.	Phase 5: (long oo): ew, ue, u-e, (Short oo) u, oul, Revision thought, through One focused teacher led writing session: Labels, lists, captions, sentences Recount Quest story WR: Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. WR: Read individual letters by saying the sounds for them WR: Read a few common exception words matched to the school's phonic programme. WR: Read simple phrases and sentences made up of words with known letter—sound correspondences and, where ELGS
Understanding the World- History/ Geography	His: All about me: using the children's own lives to demonstrate change and passage of time  To show an understanding of the past through settings, characters and events encountered in books read in class and storytelling.  To know they/children have gained new skills with the passage of time: sitting up, walking, talking, running, starting school.  To talk about the similarities and differences between themselves as babies/toddlers/young children compared with the adults in their immediate family.  Geo- Locational language Where is Bear? o Classroom based  Main areas in building Comparison  Draw information from a simple map – inside class, inside school, outside area o Burwell – what can we see?  P,C&C:  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Compare and contrast characters from stories, including figures from the past.  TNW:  Draw information from a simple map	His: Important events in the past: Bonfire Night and Remembrance Day (national), birthday, Christmas and weddings (international) To understand that the Burwell war memorial is special to members of his/her community. To comment on images of familiar situations in the past. Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class  Geo- Observe and identify weather. Observe and compare changes across seasons with reference to the senses. Draw information from a simple map – where celebrations happen  P,C&C: Compare and contrast characters from stories, including figures from the past.	His- King and Castle: To comment on images of familiar situations in the past.  To compare and contrast characters from stories, including figures from the past.  To show an understanding of the past through settings, characters and events encountered in books read in class and storytelling.  To know some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class  Geo - Draw information from a simple map – fairy tale maps Recognises some similarities and differences between life in this country and life in other countries – United Kingdom – link to Saint's Days  P&P:  Compare and contrast characters from stories, including figures from the past.  Comment on images of familiar situations in the past.	His: Comparing our life now to life in the past: farming and shopping for food through the years To know some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class. Talks about the lives of the people around him/her and their roles in society. Talks about members of his/her immediate family and community.  Geo- Understand the effect of changing seasons on the natural world around them – link to season's effects on the environment  Change over time Observe and identify weather. Observe and compare changes across seasons with reference to the senses.  P,C&C: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past.  Recognise some similarities and differences between life in this country and life in other countries.	His-To compare and contrast characters from stories, including figures from the past To show an understanding of the past through settings, characters and events encountered in books read in class and storytelling.  Geo- Draw information from a simple map — world maps, continents Recognises some similarities and differences between life in this country and life in other countries — link to landmarks, climates and continents and the equator  P,C&C: Recognise some similarities and differences between life in this country and life in other countries.  TNW: Draw information from a simple map	His-To compare and contrast characters from stories, including figures from the past To show an understanding of the past through settings, characters and events encountered in books read in class and storytelling.  Geo- Where is Barnaby Bear? Outside reception Main outdoor areas Observe and identify weather. Observe and compare changes across seasons with reference to the senses.  P,C&C: Recognise some similarities and differences between life in this country and life in other countries.  TNW: Draw information from a simple map
Understanding the World- Science	SC- The body, healthy eating, how to keep healthy  My Health and Wellbeing: What is a balanced meal?	Seasonal change  The Seasons (Changing Processes)  What is happening to the trees outside?  How do we know what season it is?	Properties of materials  States of Matter (Changing Processes)  How can we make the balloon powered car travel further?	Plants, lifecycles, growing  My Natural World  What makes plants grow?	Habitats, mini beasts, animals My Natural World Why is this habitat different? TNW:	Weather, seasonal change, climate  The Seasons (Changing Processes)  How much rain has fallen this week?
	what is a balanced meal:	HOW GO WE KNOW WHAT 25030H IT IS:	What happens to water when it gets cold?	TNW:	Explore the natural world around them.	TNW:

	Why does my heart beat faster when I've been running around?  TNW:  Describe what they see, hear and feel whilst outside.  Understand the effect of changing seasons on the natural world around them.	TNW: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	TNW: Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Understand the effect of changing seasons on the natural world around them.	Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.
Understanding	Considerable for a different calculation		es are special to members of their community. Red			Constitute to the state of the
the World- RE	- Special people from different religions	Celebrations and festivals in different religion     Weddings -	Artefacts/ special objects in different religions	Celebrations and festivals in different religion- Easter, Purim, Saints Days, Holi	Special stories from different religions	Special stories from different religions
Expressive Art and Design-Art/ DT	Drawing skills	Painting skills	Sculpture (junk modelling) skills	Textiles/ collage skills	Sculpture (Clay) skills	Art from around the world- exploring colour, pattern, texture, line, shape, form and space
Expressive Art			Vocab: song, singing, music, perform, voice	e, listen, follow, repeat, loud, soft, high, low		
and Design- Music	Nursery rhymes Listening and appreciating: Listen with increased attention to sounds. Listen attentively, move to and talk about music.  Performing: Remember and sing simple songs,  Phase 1 phonics- listening, rhythm and rhyme, voice sounds, body percussion  - Sing in a group or on their own, increasingly matching the pitch and following the melody.	Christmas songs: Performing: Remember and sing simple songs, Sing the pitch of a tone sung by another person Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Sing in a group or on their own, increasingly matching the pitch and following the melody.  - Sing in a group or on their own, increasingly matching the pitch and following the melody.	Exploring different Instruments Performing: Play instruments with increasing control to express their feelings and ideas. Listening and appreciating: Listen with increased attention to sounds. Listen attentively, move to and talk about music.  Musician: Mozart, Bach, Beethoven, Chart artists  - Explore and engage in music making and dance, performing solo or in groups.	Easter Bonnet songs Performing: Remember and sing simple songs, Sing the pitch of a tone sung by another person Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Comparing different musical styles Listening and Appreciating: Respond to what they have heard, expressing their thoughts, feelings and responses.  Musician: Mozart, Bach, Beethoven, Chart artists  - Listen attentively, move to and talk about music, expressing their feelings and responses Watch and talk about dance and performance art, expressing their feelings and responses.	Recap musical vocabulary learnt over the year:  Composing: Create their own songs or improvise a song around one they know  Performing: Sing in a group or on their own, increasingly matching the pitch and following the melody.  - Listen attentively, move to and talk about music, expressing their feelings and responses.  - Watch and talk about dance and performance art, expressing their feelings and responses.