

Recovery Curriculum Long Term Overview – Adapted for Covid Catch-Up

Each subject / area should include a Knowledge and a Skill

Year R



		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic		I can see a rainbow Fairy tale focus: Goldilocks	Let's Party Fairy tale focus: Gingerbread Man	Help Help, who can help? Fairy tale focus: Three Little Pigs	Let's get moving Fairy tale focus: Little Red Riding Hood	Drip Drip! Fairy tale focus: Three billy goats gruff	I spy a naughty little rabbit Fairy tale focus: Jack and the beanstalk
Links with families		Colour run Rainbow day Harvest - community cafe with grandparents or community centre.	Nativity Bedtime story evening Diwali collaborative artwork.	Stay and play challenge afternoon Visitors Dress up what you'd like to be when you grow up.	Make a vehicle together to test on the school ramp. RHD railway trip? Farm trip? Bedtime story	Stay and play challenge afternoon Water day Seaside trip?	Looking after an egg competition Sports day Grow a sunflower competition. Teddy bears picnic with transition and current
Suggested role play/Topic areas		Domestic (Goldilocks) Farm shop (buy produce from Waitrose first)	Post Office Maternity unit	Vets Hospital	Garage Ticket office Bakery?	Beach Punch and Judy Ice Cream shop	Plant Nursery Castle
Personal, Social and Emotional Development	Self-Regulation	Is more able to recognise the impact their choices and behaviours/actions have on others. (S)	Shows increasing consideration of other people's needs and gradually more impulse control in (S) favourable conditions. Understands their own and other people's feelings, offering empathy and comfort. (K)	Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. (K) Is more able to manage their feelings and tolerate situations in which their wishes cannot be met (S)	Is aware of behavioural expectations (K) and sensitive to ideas of justice and fairness. (S) Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. (K)	Set and work towards simple goals, being able to wait for what they want and control immediate impulses. (S) Show an understanding of their own feelings and how they can impact others. (K)	Show an understanding of the feelings of others (K) and begin to regulate their behaviour accordingly. (S) Respond appropriately even when engaged in an activity. (S)
	Managing Self	Dresses with help - open fronted coat, pull trousers up and	Describes a range of different food textures and tastes when cooking and	Shows some understanding that good practices with regard to exercise	Eats a healthy range of foodstuffs and understands the need for variety in food. (K)	Show independence, resilience and perseverance in the face of a challenge. (S)	Explain the reason for rules (K) Know right from wrong and behave accordingly (S)

		<p>down independently. (S)</p> <p>Shows understanding of how to transport and store equipment safely. (K)</p> <p>Dress up Carrying equipment Tidying up</p> <p>Christmas Nativity-costumes</p>	<p>notices changes when they are combined or exposed to hot and cold temperatures. (k)</p> <p>Experience through senses different foods from various cultures.</p>	<p>and hygiene and how they can contribute to good health. (K)</p> <p>Shows understanding of the need for safety when tackling new challenges, (K) and considers and manages some risks. (S)</p> <p>Washing hands Oral Hygiene Crossing the road Managing large equipment Moving and landing safely.</p>	<p>Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad Can initiate and describe playful actions or movements for other children to mirror and follow</p> <p>Choosing lunches Planning for a picnic Farming and transportation</p>	<p>Oral hygiene Independence: -dressing morning, - afternoon routines -plan, carry out and evaluate Child Initiated play</p>	<p>Healthy food choices.</p> <p>Rules for games Transition New class</p>
	Building Relationships	<p>Seeks out companionship with adults and other children, sharing experiences and play ideas. (S)</p> <p>Get to know adults and make friends</p>	<p>Looks to a supportive adult for help in resolving conflict with peers (S)</p> <p>Secure and confident with all adults. Will communicate needs clearly.</p>	<p>Is increasingly flexible and cooperative as they are more able to understand other people's wants (S/K)</p> <p>Play with others. Opportunities to work with partner and small groups.</p> <p>Is proactive in seeking adult support and able to articulate their wants and needs (S)</p> <p>Secure and confident with all adults. Will communicate needs clearly.</p>	<p>Will take steps to resolve conflicts with other children by negotiating and finding a compromise. (S)</p> <p>Work and play cooperatively and will take turns without adult support. (S)</p> <p>Is increasingly flexible and cooperative as they are more able to understand other people's wants (S/K)</p> <p>Learn to say "I" statements.</p> <p>"Stop, I don't like it" "I feel happy"</p>	<p>Have sensitivity to their own and other's needs and will negotiate and problem solve. (S)</p> <p>Will take steps to resolve conflicts with other children by negotiating and finding a compromise. (S)</p> <p>Telling good tales - use marble jar.</p> <p>Opportunities to work with partner and small groups.</p>	<p>Have sensitivity to their own and other's needs and will negotiate and problem solve. (S)</p> <p>Telling good tales - use marble jar.</p> <p>Link to transition</p>

Communication and Language	Listening, Attention and Understanding	<p>Listens to others in a small group. (S)</p> <p>Listens to short stories with increasing recall. (S)</p> <p>Understands the use of objects – using what. (K)</p> <p>Review Child Initiated time - listening to others.</p> <p>Daily storytelling. End of day story</p> <p>Christmas Nativity</p>	<p>Is able to follow directions – two step.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion. (S)</p> <p>Circle time in small groups.</p> <p>Daily storytelling. End of day story</p>	<p>Able to demonstrate two-channelled attention for a short period of time. (S)</p> <p>Understands questions such as who; why; when. (S)</p> <p>Interview people who help us.</p> <p>Daily storytelling. End of day story</p>	<p>Understands a range sentence structures including negatives, plurals and tense markers. (K)</p> <p>Understands questions such as who; why; when; where and how. (S)</p> <p>Communicate clearly through verbal modelling - correct use of tenses and plurals.</p> <p>Daily storytelling. End of day story</p>	<p>Make comments about what they have heard and ask questions to gain clarity. (S)</p> <p>Hold conversations when engaged in back-forth exchanges. (S)</p> <p>Understands questions such as who; why; when; where and how. (S)</p> <p>Review and evaluate Child Initiated time - listen and ask questions.</p> <p>2 stars and a wish</p> <p>Daily storytelling. End of day story</p>	<p>Listen attentively and respond with relevant questions, comments and actions. (S)</p> <p>Question and comment upon what has been read. (K)</p> <p>Review and evaluate Child Initiated time - listen and ask questions.</p> <p>2 stars and a wish</p> <p>Daily storytelling. End of day story</p>
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	Speaking	<p>Talks about things that are important to them. (S)</p> <p>Builds up vocabulary based on their experiences. (K)</p> <p>Adults to model words for characteristics of independent learning.</p> <p>Opportunities to share their summer activities - getting to know each other</p> <p>Form links between home and school - share experiences.</p> <p>Teddy to go home</p> <p>Christmas Nativity</p>	<p>Links statements and sticks to a main theme or intention. (S)</p> <p>Builds up vocabulary that reflects the breadth of their experiences. (K)</p> <p>Adults to use rich vocabulary linked to topics.</p> <p>Adults to model words for characteristics of independent learning.</p> <p>Say plan for Child Initiated.</p> <p>Share and review Child Initiated.</p>	<p>Introduces a storyline or narrative into their play. (K)</p> <p>Questions why things happen and gives explanations. Asks e.g. who, why and when. (S)</p> <p>Builds up vocabulary that reflects the breadth of their experiences. (K)</p> <p>Children to use words for characteristics of independent learning.</p> <p>Home corner and Topic role play.</p> <p>Say plan for Child Initiated.</p> <p>Share and review Child Initiated.</p>	<p>Questions why things happen and gives explanations. Asks e.g. who, who; why; when; where and how. (S)</p> <p>Uses language to imagine and recreate roles. (K)</p> <p>Builds up vocabulary that reflects the breadth of their experiences. (K)</p> <p>Children to use words for characteristics of independent learning.</p> <p>Home corner and Topic role play.</p> <p>Say plan for Child Initiated.</p> <p>Share and review Child Initiated.</p>	<p>Participate in small group and class discussions offering your own ideas. (S)</p> <p>Make use of recently introduced vocabulary. (K)</p> <p>Express ideas and feelings about their experiences in full sentences. (S)</p> <p>Builds up vocabulary that reflects the breadth of their experiences. (K)</p> <p>Children to use words for characteristics of independent learning.</p> <p>Say plan for Child Initiated.</p> <p>Share and review Child Initiated.</p>	<p>Make use of recently introduced vocabulary for texts they have shared. (K)</p> <p>Use past, present and future tenses with adult support. (S)</p> <p>To use conjunctions in speech with adult support. (S)</p> <p>Builds up vocabulary that reflects the breadth of their experiences. (K)</p> <p>Children to use words for characteristics of independent learning.</p> <p>Say plan for Child Initiated.</p> <p>Share and review Child Initiated.</p> <p>Sharing assembly</p>
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Physical Development	Gross Motor Skills	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (S)</p> <p>Lunchtime play with KS1.</p> <p>Use bikes and trikes</p> <p>Exploring the outdoor and indoor areas.</p> <p>Community center outdoor area - climb trees, walk over logs etc.</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment. (S)</p> <p>Use equipment in the outdoor and indoor areas.</p> <p>Use Gym equipment in large hall.</p> <p>Use trim trail.</p> <p>Community center outdoor area - climb trees, walk over logs etc.</p>	<p>Chooses to move in a range of ways, moving freely - slithering, shuffling, rolling, crawling, walking, running. (S)</p> <p>Use equipment in the outdoor and indoor areas.</p> <p>Use Gym equipment in large hall.</p> <p>Use trim trail.</p> <p>Community center outdoor area - climb trees, walk over logs etc.</p>	<p>Chooses to move in a range of ways, moving freely- hopping, skipping. (S)</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance (S)</p> <p>Use equipment in the outdoor and indoor areas.</p> <p>Use Gym equipment in large hall.</p> <p>Use trim trail.</p> <p>Community center outdoor area - climb trees, walk over logs etc.</p> <p>Key children to be identified and focus during CI</p>	<p>Move energetically – running, jumping and climbing. (S)</p> <p>Negotiate space and obstacles safely, with consideration for their own safety. (S)</p> <p>Balance and coordination (S)</p> <p>Use equipment in the outdoor and indoor areas.</p> <p>Use Gym equipment in large hall.</p> <p>Use trim trail.</p> <p>Community center outdoor area - climb trees, walk over logs etc.</p> <p>Key children to be identified and focus during CI</p>	<p>Move energetically –hopping, skipping and climbing. (S)</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (S)Negotiate space and obstacles safely, with consideration for themselves and others. (S)</p> <p>Use equipment in the outdoor and indoor areas.</p> <p>Use Gym equipment in large hall.</p> <p>Use trim trail.</p> <p>Explore local play parks.</p> <p>Sports day</p> <p>Key children to be identified and focus during CI</p>
	Fine Motor Skills	<p>Uses simple tools to effect changes to materials. (S)</p> <p>Opportunities to write in all areas.</p> <p>Colour weaving, using large fence</p> <p>Yarn wrapping</p> <p>Threading to make rainbows</p> <p>Rainbow Pom Poms and tweezers</p> <p>Cutting sticking</p>	<p>Begins to use anticlockwise movement and retrace vertical lines. (S)</p> <p>Begins to form recognisable letters independently (S)</p> <p>Opportunities to write everywhere.</p> <p>Make birthday cards. Fold paper, put into envelopes, put stamp on.</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention. (S)</p> <p>Begins to form recognisable letters independently (S)</p> <p>Begin to show accuracy and care when drawing. (s)</p> <p>Opportunities to write everywhere. water play</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention. (S)</p> <p>Begins to form recognisable letters independently. (S)</p> <p>Use a range of small tools – scissors, paintbrushes and cutlery. (S)</p> <p>Opportunities to write everywhere.</p>	<p>Hold a pencil using a tripod grip in almost all cases. (S)</p> <p>Use a range of small tools – scissors, paintbrushes and cutlery. (S)</p> <p>Begins to form recognisable letters independently. (S)</p> <p>Use a range of small tools – scissors, paintbrushes and cutlery. (S)</p>	<p>Hold a pencil using a tripod grip in almost all cases. (S)</p> <p>Use a range of small tools – scissors, paintbrushes and cutlery. (S)</p> <p>Opportunities to write everywhere. water play</p> <p>sand play</p> <p>Tuff stop play</p> <p>Planting seeds</p> <p>Dissecting flowers</p>

		<p>Playdough scissors</p> <p>Rainbow pipe cleaners and colander threading</p> <p>colour rice and pulses</p>	<p>Wrap presents</p> <p>Paper chains</p> <p>Letters to Father Christmas - post them.</p> <p>colour rice and pulses</p> <p>colour noodles and chopsticks</p>	<p>sand play</p> <p>Tuff stop play</p> <p>Opportunities to write everywhere.</p>	<p>use equipment to make a vehicle.</p> <p>Tap a shape (hammers)</p> <p>Nuts and bolts</p> <p>Pasta and chick peas with diggers</p>	<p>Opportunities to write everywhere.</p> <p>water play</p> <p>Sand play</p> <p>Tuff stop play</p>	
Literacy	Comprehension	<p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups (S)</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (K)</p> <p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) (K)</p> <p>Puppet play</p> <p>Role play areas linked to storytelling.</p> <p>Helicopter storytelling</p> <p>I wonder area to include laptop and ipad</p>	<p>Begins to be aware of the way stories are structured, and to tell own stories (K)</p> <p>Talks about events and principal characters in stories and suggests how the story might end. (S/K)</p> <p>Handles books and touch screen technology carefully and the correct way up with growing competence.</p> <p>Puppet play</p> <p>Role play areas linked to storytelling.</p> <p>Helicopter storytelling</p> <p>I wonder area to include laptop and ipad</p> <p>Join in with books with repeated phrases.</p>	<p>Begins to be aware of the way stories are structured, and to tell own stories (K)</p> <p>Talks about events and principal characters in stories and suggests how the story might end. (S/K)</p> <p>Puppet play</p> <p>Role play areas linked to storytelling.</p> <p>Helicopter storytelling</p> <p>I wonder area to include laptop and ipad</p> <p>Join in with books with repeated phrases.</p> <p>Singing together</p>	<p>Describes main story settings, events and principal characters in increasing detail. (K)</p> <p>Re-enacts and reinvents stories they have heard in their play. (S)</p> <p>Knows that information can be retrieved from books, computers and mobile digital devices. (K)</p> <p>Puppet play</p> <p>Role play areas linked to storytelling.</p> <p>Helicopter storytelling</p> <p>I wonder area to include laptop and ipad</p> <p>Join in with books with repeated phrases.</p> <p>Singing together</p>	<p>Demonstrate what has been read to them by retelling narratives in their own words. (S/K)</p> <p>Use and understand recently introduces vocabulary about stories and during role play. (K)</p> <p>Begins to navigate apps and websites on digital media using a drop down menu to select websites and icons to select apps. (S/K)</p> <p>Puppet play</p> <p>Role play areas linked to storytelling.</p> <p>Helicopter storytelling</p> <p>I wonder area to include laptop and ipad</p> <p>Join in with books with repeated phrases.</p> <p>Singing together</p>	<p>Use and understand recently introduces vocabulary about non-fiction, rhymes and poems. (K)</p> <p>Anticipate key events in stories. (S)</p> <p>Puppet play</p> <p>Role play areas linked to storytelling.</p> <p>Helicopter storytelling</p> <p>I wonder area to include laptop and ipad</p> <p>Join in with books with repeated phrases.</p> <p>Singing together.</p>

		Join in with books with repeated phrases. Singing together	Singing together				
	Word Reading	Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs. (S) Hears and says the initial sound in words. (S) Recognises familiar words and signs such as their own name, advertising logos and screen icons. (K) RWI	Begins to develop phonological and phonemic awareness - Recognises rhythm in songs, poems and rhymes. (S) Hears and says the initial and final sound in word. (S) RWI	Begins to read some high frequency words, (K) and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. (S) Sounds for alphabet letters and 10 digraphs (K) RWI	Engages with books and other reading materials at an increasingly deeper level, drawing on their phonic knowledge to decode words. (S) Sounds for alphabet letters and 10 digraphs (K) Sounds for alphabet letters and 10 digraphs (K) RWI	Sounds for alphabet letters and 10 digraphs for ELG 15 GD(K) Read words consistently by sound-blending. (K) Can read 15 common exception words (K) RWI	Read aloud simple sentences consistent with their phonic knowledge. (S) Can read 15 common exception words (K) RWI
	Writing	Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. (S) Includes mark making and early writing in their play (S) Imitates adults' writing by making continuous lines of shapes and symbols (S)	Enjoys creating texts to communicate meaning for an increasingly wide range of purposes - such as making greetings cards, invitations. (S/K) Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. (S)	Enjoys creating texts to communicate meaning for an increasingly wide range of purposes - tickets, lists and creating their own stories and books. (S/K) Opportunities to write everywhere write a question to ask	Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters, identifying letters and writing in sequence. (K) Uses their developing phonic knowledge to write things such as labels and captions. (S/K) creating their own stories and books. Opportunities to write everywhere Make tickets	Write simple phrases and sentences that can be read by others. Spell words by identifying sounds in them. (K) Write mostly recognisable letters. (S) Opportunities to write everywhere Poems Postcards	Write simple phrases and sentences that can be read by others. (S/K) Spell words by identifying sounds in them. (K) Write recognisable letters, which are mostly correctly formed. (S) Opportunities to write everywhere Instructions planting Life cycle drawings and labels Seed packet labels

		<p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. (S/K)</p> <p>Opportunities to write everywhere</p> <p>Write dance - squiggle and wriggle</p> <p>name writing</p> <p>mark making</p> <p>scribes</p>	<p>Opportunities to write everywhere</p> <p>Write birthday cards to Fred using RWI skills.</p> <p>Letters to santa</p> <p>Labels for role play</p>	<p>letters to invite people who help us.</p>	<p>Jl focus writing group during leadership time - 10chn</p>	<p>Pirate letter in bottle</p> <p>Jl focus writing group during leadership time - 10chn</p>	<p>Jl focus writing group during leadership time - 10chn</p>
Mathematics	Number	<p>Links numerals with amounts up to 5.</p> <p>Points or touches each item, saying one number for each item.</p> <p>Subitise to 5</p>	<p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</p> <p>Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</p> <p>Subitise to 5</p>	<p>In practical activities, adds one and subtracts one with numbers to 10</p> <p>Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.</p>	<p>Matches the numeral with a group of items to show how many there are (up to 10)</p> <p>Begins to explore and work out mathematical problems - "+" or "-"</p> <p>Number bonds 10</p>	<p>Begins to explore and work out mathematical problems - "+" or "-"</p> <p>Number bonds 10</p>	<p>Begins to explore and work out mathematical problems - "+" or "-"</p> <p>Number bonds 10 & 20 for GD</p> <p>Children record in their chosen numbers including numbers formed correctly, arrays, pictures and ten's frames.</p>
	Numerical Patterns	<p>Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</p> <p>Begin to recognise numerals 0 to 10</p> <p>Subitises one, two and three objects (without counting)</p>	<p>Beginning to recognise that each counting number is one more than the one before.</p> <p>Increasingly confident at putting numerals in order 0 to 10 (ordinality)</p>	<p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</p> <p>Compare two small groups of up to five objects, saying when there are the same number of</p>	<p>Verbally count to 20.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children to start to find the difference - GD</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	<p>Explore and represent patterns within numbers up to 10, including double facts and how quantities can be distributed equally</p>

				objects in each group.			
	*Shape Space and Measure	Compare lengths and weight and size.	Language associated with routine and time.	Use the language associated with money.	Begin to know the name and properties of both 2D and 3D shapes.	To compare quantities when discussing capacity.	Compare lengths and weight and size - beginning to use standard forms of measure.
Understanding the World	People, Cultures and Communities	Shows interest in the lives of people who are familiar to them. (S) Remembers and talks about significant events in their own experience (K) Play based around home and our families	Enjoys joining in with family customs and routines. (S/K) Recognises and describes special times or events for family or friends. (K) Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (K) Play around festivals and celebrations from different religions and cultures.	Shows interest in different occupations and ways of life indoors and outdoors. (K) Play based on different jobs - e.g fire, police	Knows that other children do not always enjoy the same things, and is sensitive to this. (S) Play based around transportation, dance, journeys Mother Day	Describe their immediate environment using knowledge from observations and discussion. (S/K) Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. (K) Seaside trip - encourage children to take photos and use photos to talk about experiences.	Know some similarities between life in this country and life in other countries and between culture and religions - experiences, stories, texts and maps. (K) Food from around the world. Fathers Day
	The Natural World	Talks about why things happen and how things work. (S) Look at map of School, find our way around,	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (S) Look at where different countries linked to our families are on the map.	Begin to understand the effect their behaviour can have on the environment. (K)	Shows care and concern for living things and the environment. (S/K) Journeys around world, space Journeys for holidays we have had.	Know some similarities and differences between the natural world around them and contrasting environments Begin to understand the effect their behaviour can have on the environment. Look at globe - locate oceans. Explore where water comes from. How it moves.	Understand processes and changes in the natural world - seasons and changing in states and matter. (K) Explore the natural world - making observations and drawing pictures of animals and plants. (S) Begin to understand the effect their behaviour can have on the environment Experiences of different plants, animals. Life cycles

	Past and Present	<p>To talk about the immediate past - this morning, before and after lunch, yesterday. (S)</p> <p>Sequencing and role play around routine.</p>	<p>To talk about past events such as birthdays, trips to different places. (S)</p> <p>How have they changed from babies to now? (K)</p> <p>Baby photos and timeline.</p> <p>What could you do when you were little and how does that compare to now?</p>	<p>Talk about the past - family members. (S)</p> <p>Talk about the lives of people around them and their roles in society. (K)</p> <p>What did my Grandparent do for work?</p>	<p>Talks about past and present events in their own life and in the lives of family members. (S)</p> <p>Know some similarities and differences between things in the past and now. (K)</p> <p>Old vehicles - trains (steam)</p>	<p>Know some similarities and differences between things in the past and now. (K)</p> <p>Seasides in the past and now.</p> <p>Seaside songs and old action rhymes.</p>	<p>Understand the past through settings, characters and events encountered through books and storytelling. (S/K)</p> <p>New class names.</p> <p>Beatrice Potter - life of.</p> <p>How writing compares now.</p>
Expressive Arts and Design	Creating with Materials	<p>Explores and learns how sounds and movements can be changed (K)</p> <p>Enjoys joining in with moving, dancing and ring games.</p> <p>Sings familiar songs. (K)</p> <p>Experimenting with colour and texture. (S)</p> <p>Songs associated with age and growing.</p>	<p>Develops an understanding of how to create and use sounds intentionally. (K)</p> <p>Develops an understanding of using lines to enclose a space.</p> <p>Christmas songs, Happy Birthday song, Diwali song.</p> <p>Chinese instruments, chinese lanterns, lucky knots.</p> <p>Rangoli patterns,</p>	<p>Safely use tools appropriately for the chosen technique. (S/K)</p> <p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song. (S)</p> <p>London's Burning, Miss Polly had a Dolly, Noah's Ark, Down in the Jungle, Animal Fair</p> <p>Instruments - loud and quiet</p>	<p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. (K)</p> <p>Designing and making vehicles.</p> <p>Designing roads, maps and signs.</p>	<p>Make use of props and materials when role playing characters from narratives.</p> <p>Uses their increasing knowledge and understanding of tools and materials (K) to explore their interests and enquiries and develop their thinking. (S)</p> <p>Children to make a beach role play.</p> <p>Boat for floating and sinking.</p> <p>Treasure chests.</p>	<p>Share their creations, explaining the process they have used. (S)</p> <p>Develops their own ideas through experimentation with diverse materials, to express and communicate their discoveries and understanding. (S)</p> <p>Animal homes - bug hotels, signs and labels for growing.</p> <p>Woodwork - bee hotel, bird box, bird feeders.</p>
	Being Imaginative and Expressive	<p>Engages in imaginative play based on own ideas or first-hand or peer experiences. (S)</p> <p>Uses available resources to create props or creates</p>	<p>Plays alongside or with other children who are engaged in the same theme. (S)</p> <p>Initiates new combinations of movements and gestures in order to express and respond</p>	<p>Creates representations of both imaginary and real-life ideas, events, people and objects. (S)</p> <p>Introduces a storyline or</p>	<p>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. (S/K)</p> <p>Throughout role play, CI and PE.</p>	<p>Invent, adapt and recount narratives.</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. (S/K)</p>	<p>Perform songs, rhymes, poems and stories. (K)</p> <p>Move in time to music (S)</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</p>

		imaginary ones to support play. Domestic role play and small world play.	to feelings, ideas and experiences. Domestic role play and small world play. Dragon dancing, Nativity, Christmas party.	narrative into their play (K) Role play associated with occupations. Children to recreate scenarios		Domestic role play and small world play. Introduce floor books as part of Friday review of the week.	Class assembly, maypole dancing, morris dancing, barn dancing. Floor books as part of Friday review of the week.
Life Skills		Hand washing, toileting, dressing and undressing.	Cooking - gingerbread men, Christmas cake, Chinese food.	Fire safety, Emergency number 999, healthy eating.	Road safety. Using money for a purpose. Making toast	Water safety - lifeguard Healthy eating, exercise. Making toast	Caring for the natural world. Growing food. Litter picking and recycling. Oral hygiene
British Values (Woven through)		Democracy - making decisions together. Rules of law - making and working toward class rules.	Tolerance of different faiths, cultures, races and beliefs. Mutual respect. Freedom of self – Self-knowledge, self esteem	Rules of law - making and working toward class rules.	Democracy - making decisions together.	Tolerance of different faiths, cultures, races and beliefs.	Rules of law - making and working toward class rules. Democracy - making decisions together.
E-Safety		Self-Image and Identity I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	Online Relationships I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know	Online Reputation I can identify ways that I can put information on the internet. Privacy and Security I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).	Online Bullying I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel	Managing Online Information I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet.	Health, Well-being and Lifestyle I can identify rules that help keep us safe and healthy in and beyond the home when using technology Copyright and Ownership I know that the work I create belongs to me.