

EYFS (F2) Long term plan

EYFS		AU1 - Colours	AU2 - Superheroes	SP1 - Dinosaur	SP2 – Under the Sea	SU1 - Africa	SU2 – The Farm
Communication & Language	Speaking	<p>-Understand how to listen carefully and why listening is important.</p> <p>-Listen carefully to rhymes</p> <p>Vocabulary: Good sitting, good looking, good listening, rhymes, eye contact, questions</p> <p>Key Knowledge: *Respond to my own name *Look at the person who is talking *Maintain eye contact until the person has stopped talking *Join in with repeated words or actions *Answer questions or offer comments *Know why listening is important</p>	<p>-Listen to stories to build familiarity and understanding</p> <p>Vocabulary: Stories, fiction, title, storybook, good sitting, good looking, good listening, questions, predictions</p> <p>Key Knowledge: *Join in with repeated words or actions *Answer simple questions about what is happening in the story *Make predictions about what might happen next? *Offer comments or opinions about the story</p> <p>-Listen carefully to songs</p> <p>Vocabulary: Good sitting, good looking, good listening, songs, eye contact, copy</p> <p>Key Knowledge: *Look at the person who is singing the song *Maintain eye contact until the person has stopped singing the song *Copy words and actions from the songs</p>	<p>-Listen to a selection of non-fiction books</p> <p>Vocabulary: Information book, non-fiction, title, good sitting, good looking, good listening, page numbers, index, questions, contents page</p> <p>Key Knowledge: *Know what a non-fiction book is *Identify and name the features of a non-fiction book *Talk about the pictures in a non-fiction book</p>	<p>-Hold conversation with teachers and peers in back-and-forth exchanges</p> <p>Vocabulary: Good looking, good listening, eye contact, conversation, back and forth, sentence fingers</p> <p>Key Knowledge: *Know how to start a conversation *Look at the person who is talking *Maintain eye contact until the person has stopped talking *Stick to a main theme *Continue the conversation for many turns</p> <p>-Listen carefully to poems, paying attention to how they sound</p> <p>Vocabulary: Good sitting, good looking, good listening, poems, rhymes, rhyming words, patterns</p> <p>Key Knowledge: *Know what a poem is *Listen carefully to how the rhymes sound *Copy repeated language/sounds *Notice patterned language</p>	<p>-Listen attentively and respond with comments and actions</p> <p>Vocabulary: Good sitting, good looking, good listening, eye contact, questions, answers, predictions, opinion, sentence fingers</p> <p>Key Knowledge: *Look at the person who is talking *Join in with repeated words or actions *Answer simple questions *Make predictions *Offer comments or opinions about the story</p>	<p>-Ask questions to clarify understanding</p> <p>Vocabulary: Question, how, what, why, who, when</p> <p>Key Knowledge: *Know what a question is *Know that a question starts with how, what, why, who, when? *Wait for an answer to the question</p>

Speaking

-Describe simple events in order.
Vocabulary:
 Good looking, eye contact, event, describe, first, next, sentence fingers, volume, voice
Key Knowledge:
 *Maintain eye contact with the person you are speaking to
 *Stick to one event
 * Describe what happened first, next etc..
 *Speak in sentences using sentence fingers (if necessary)
 *Make sure your voice is loud enough for the person to hear

-Engage in story time and talk about familiar stories
Vocabulary:
 Good sitting, good looking, good listening, eye contact, familiar, questions, predictions, next, comment, sentence fingers
Key Knowledge:
 *Join in with repeated words or actions
 *Answer simple questions about what is happening in the story
 *Make predictions about what might happen next?
 *Offer comments about the story
 -Articulate their ideas and thoughts in simple sentences.
 -Talk about why things might happen
Vocabulary:
 Idea, thoughts, thinking, sentence fingers, I think...
Key Knowledge:
 *Look at the person you are speaking to
 *Speak in sentences using sentence fingers (if necessary)
 *Stick to one theme/point
 *Use the sentence stem 'I think' when talking about why things happen

-Retell a familiar story in their own words
Vocabulary:
 Re-tell, order, first, next, then, last, beginning, middle, end
Key Knowledge:
 *Describe what happened at the beginning of the story
 *Describe events in order
 *Speak in sentences using sentence fingers (if necessary)
 -Develop social phrases
Vocabulary:
 Social phrase
Key Knowledge:
 *Know what a social phrase is
 *Copy the weekly social phrase
 *Repeat the social phrase
 -Talk about non-fiction books using new vocabulary
Vocabulary:
 Information book, non-fiction, features, title, page numbers, index, questions, contents page
Key Knowledge:
 *Know what a non-fiction book is
 *Identify and name the features of a non-fiction book
 *Talk about the pictures in a non-fiction book

-Articulate their ideas and thoughts in well-formed sentences.
 -Describe events in some detail.
Vocabulary:
 Idea, thoughts, event, describe, detail, sentence fingers, join, and, because
Key Knowledge:
 *Knows that ideas or actions can be connected
 *Knows simple connectives 'and' 'because'
 *Can use sentence fingers to say longer sentences
 *Can add detail to their sentence
 -Ask questions to find out more and to check understanding
Vocabulary:
 Question, how, what, why, who, when?
Key Knowledge:
 *Know what a question is
 *Know that a question starts with how, what, why, who, when?
 *Wait for an answer to the question

-Connect one idea or action to another using simple connectives 'so, because'
Vocabulary:
 Ideas, event, describe, sentence fingers, join, so, because
Key Knowledge:
 *Knows that ideas or actions can be connected
 *Knows simple connectives 'so' 'because'
 *Can use sentence fingers to say longer sentences
 -Use talk to explain how things work
Vocabulary:
 talk, thinking, sentence fingers, I think...
Key Knowledge:
 *Look at the person you are speaking to
 *Speak in sentences using sentence fingers (if necessary)
 *Stick to one theme/point
 *Use the sentence stem 'I think' when talking about why things happen
 -Use new vocabulary in different contexts
Vocabulary:
 Vocabulary, special words, key words
Key Knowledge:

-Use talk to help work out problems and organise thinking and activities
Vocabulary:
 talk, thinking, sentence fingers, problem, I think..., first, next, last
Key Knowledge:
 *Speak in sentences using sentence fingers (if necessary)
 *Stick to one theme/point
 *Use the sentence stem 'I think' when talking about why things happen
 *Organise thinking in the correct order
 -Express ideas and feelings using full sentences, including past, present and future tenses
Vocabulary:
 Ideas, feelings, describe, detail, sentence fingers
Key Knowledge:
 *Knows when it is appropriate to express their feelings and ideas
 *Can use sentence fingers to help formulate/say their sentence
 *Can add detail to their sentence
 *Has an awareness of past and present tense (may get this mixed up) e.g. I wanted to the park

				<p>-Connect one idea or action to another using simple connectives 'and'</p> <p>Vocabulary: Idea, event, describe, sentence fingers, join, and, because</p> <p>Key Knowledge: *Knows that ideas or actions can be connected *Knows simple connectives 'and' 'because' *Can use sentence fingers to say longer sentences</p>		<p>*Can copy and repeat new vocabulary *Can remember the key vocabulary when asked (may need prompts/picture cues) *Can use the key words in context</p>	
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Personal, Social & Emotional	Self-Regulation	<p>-Show an understanding of their own feelings -identify their own feelings (Colour monster) Vocabulary: Feelings, sad, happy, fear, afraid, scared, angry/anger, love, calm Key Knowledge: *I can name the different feelings *I can say how I am feeling *I know who I can express my feelings to</p> <p>-Follow a simple instruction or action Vocabulary: Instruction, follow, action, good looking, good listening Key Knowledge: *Can stop what they are doing and look at the person who is giving the instruction *Can listen until the adult has finished talking *Can complete the instruction or action straight away</p> <p>-Be able to wait for what they want -Control their immediate impulses Vocabulary:</p>	<p>-Consider the feelings of others -Show an understanding of the feelings of others Vocabulary: Feelings, friends, family, teachers sad, happy, fear, afraid, scared, angry/anger, love, calm Key Knowledge: *Can name the different feelings *Can say how a friend, family member or teacher may be feeling *Can use their own knowledge of feeling to say how an unfamiliar person may be feeling</p> <p>-Set and work towards simple goals Vocabulary: Work, finished, completed, persevere, keep trying Key Knowledge: *Can sit down to an activity when guided by an adult *Can complete an activity of their own choosing *Can stay at the activity until it is finished</p> <p>-Give focused attention to what the teacher says, responding appropriately Vocabulary: Good sitting, good looking, good listening,</p>	<p>-Follow instructions following several ideas or action Vocabulary: Instruction, follow, action, good looking, good listening Key Knowledge: *Can stop what they are doing and look at the person who is giving the instruction *Can listen until the adult has finished talking *Can complete several instructions or actions straight away</p>	<p>-Moderate their own feelings socially and emotionally Vocabulary: Feelings, control, deep breathing, time out Key Knowledge: *Can say how I am feeling *Knows who can support me when my feelings are out of control *Knows some strategies for controlling my feelings *Can control my feelings in an unfamiliar place e.g. trips, whole school events etc...</p> <p>-Express their feelings (trusted adults-Say No!, international women's day, secrets, stranger danger, pants rule) Vocabulary: Feelings, express, trusted adults, strangers, say No! secrets, pants rule Key Knowledge: *I can say how I am feeling *Knows who can support me when I am feeling scared or angry *Can name the trusted adults *Knows what to do if a stranger approaches them *Knows what to do if somebody says or does</p>	<p>-Think about the perspectives and feelings of others (Life for an African child) Vocabulary: Africa, different, similar/same, home, school, clothes, food Key Knowledge: *Can talk about their home life *Can talk about the home life of an African child *Can name some differences/similarities *Can say how they would feel if they lived in Africa *Can say how they would feel if an African child lived in Leicester</p> <p>Give focused attention to what the teacher says, responding appropriately , even when engaged in an activity Vocabulary: Good sitting, good looking, good listening, eyes on me, focus/focused, answer Key Knowledge: *Can stop what I am doing and turn to the adult *Can show good sitting *Can show good looking *Can show good listening</p>	<p>-See themselves as a valuable individual. (What are your strengths?) Vocabulary: Strength, valuable good, best, friendly, kind, creative, helpful, important, Key Knowledge: *Knows what a 'strength' means *Can say what they are good at *Understands that everyone is important/valuable</p>
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		<p>Stop, wait, your turn, hand up</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> *Know the stop and wait action *Know that they must put their hand up *Know they must not pull an adult if they want something 	<p>eyes on me, focus/focused, answer</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> *Can show good sitting *Can show good looking *Can show good listening *Can answer the question with a relevant answer 		<p>something which doesn't feel right</p> <p>*Knows the pants rule</p>	<p>*Can answer the question with a relevant answer</p>	
<p>-Begin to regulate behaviour accordingly</p> <p>Vocabulary:</p> <p>Good behaviour, bad behaviour, good to be green, reward, dojo, consequences, time out, appropriate, not appropriate</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> *Understands how the class 'good to be green' chart works *Knows what the rewards for good behaviour are *Knows what the consequences for bad behaviour are *Can say why they were put on time out 							

	Managing Self	<p>-Show independence (F2 readiness) -Manage their own basic hygiene and personal needs: Vocabulary: Independence/independent, manage, try yourself, ask a friend Key Knowledge: *To be able to line up in a queue *To put my coat/jumper on *To feed myself independently using a spoon or fork *To take care of my toileting needs *To wash and dry my own hands *To be able to put away and collect my own school items</p>	<p>-Understanding the importance of healthy food choices Vocabulary: healthy, unhealthy, balanced diet, sugar/sugary, fat, salt, fruits and vegetables, overweight Key Knowledge: *Can Identify healthy/unhealthy food *Knows the impact of healthy/unhealthy food on their bodies</p>	<p>-Show resilience and perseverance Vocabulary: Try, persevere, resilient, resilience, difficult, help Key Knowledge: *Knows which activity they are going to complete *Knows how they are going to complete an activity *Knows the importance of trying *Knows who to speak to if they find something difficult -Be confident to try new activities Vocabulary: Try, confident, persevere, Key Knowledge: *Can identify unfamiliar activities *Knows how they are going to complete the activity</p>	<p>-Explain the reasons for rules and know right from wrong Vocabulary: Class rules, good behaviour, bad behaviour, right, wrong, good to be green, reward, dojo, consequences, time out, appropriate, not appropriate Key Knowledge: *Has a good understanding of the class rules *Knows the difference between right and wrong *Can name some good/bad behaviour *Knows the rewards/consequences for good/bad behaviour *Can say why we have rules</p>	<p>-Show resilience and perseverance in the face of challenge Vocabulary: Try, persevere, resilient/resilience, challenge, difficult, help Key Knowledge: *Knows how they are going to complete an activity *Knows the importance of trying *Knows some strategies which can help when they find something difficult *Knows who to speak to if they find something difficult</p>	<p>-Show independence (Yr 1 readiness) Vocabulary: Independence/independent, persevere, resilience Key Knowledge: *To be able to manage the collection of all items at home time without adult support *To be able to manage practiced routines independently: putting things away, getting homework/reading books out etc... *To complete continuous provision activities independently</p>
		<p>-Begin to regulate behaviour accordingly Vocabulary: Good behaviour, bad behaviour, good to be green, reward, dojo, consequences, time out, appropriate, not appropriate Key Knowledge: *Understands how the class 'good to be green' chart works *Knows what the rewards for good behaviour are *Knows what the consequences for bad behaviour are *Can say why they were put on time out</p>					

	Building Relationships	<p>-Build constructive and respectful relationships. Vocabulary: Trusted adult, friends, friendship, kind, respect Key Knowledge: *I can greet a trusted adult/peers *I can speak to a trusted adult/peers about my needs, wants and thoughts *I can behave respectfully to the trusted adults/peers</p> <p>-Work and play co-operatively and take turns with others Vocabulary: Work together, play together, talk together, take turns, share Key Knowledge: *Can work/play alongside my peers *Can share resources (with the help of an adult) *Can take turns with resources (with the help of an adult) *Can communicate in simple sentences with my peers</p>	<p>-Show sensitivity to their own needs and to other's needs (empathy) Vocabulary: Feeling, sad, angry, scared, happy, empathy Key Knowledge: *I can tell a familiar adult/friend how I am feeling *I can tell a familiar adult/friend when I am feeling sad, angry or scared *I can recognise when a familiar adult/friend is feeling sad, angry or scared *I know what to do if my friend is feeling sad, angry or scared</p>	<p>-Form positive attachments to adults and friendships with peers (Trusted adults) Vocabulary: Trusted adults, friends, friendship, group of friends, kind, respect Key Knowledge: *I can say who my friends are *I can speak to familiar adults/close group of friends about my ideas, thoughts and opinions *I can behave respectfully to familiar adults, unfamiliar adults, close group of friends, peers</p> <p>-Work and play co-operatively and take turns with others Vocabulary: Work together, play together, talk together, take turns, share Key Knowledge: *Can play with a group of friends *Can share resources independently *Can take turns with resources independently *Can communicate conversationally with my peers</p>
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Physical Development	Gross Motor Skills	<p><u>Movement and Games</u> -Revise and refine rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Vocabulary: Movements, control, balance, rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Key Knowledge: *Be able to perform specific movements on command *Be able to control their body movements on command *Explore balance and management of their own body *Participate in a variety of small group cooperative activities</p> <p>-Negotiate space and obstacles safely Vocabulary: Stop, start, pause, speed, change direction, actions, obstacle Key Knowledge: * Know how to stop, start and pause *Perform actions demonstrating change in speed *Know how to change direction at speed through choice and instruction</p>	<p><u>Gymnastics</u> -Develop strength, balance and co-ordination and agility Vocabulary: Travel, position, balance, slide, roll, jump, land, link, apparatus, equipment, shape, under, over, through, around, between Key Knowledge: *Develop confidence in the fundamental travelling movements *Be able to stretch, reach and extend their body in a variety of ways and positions *Experience jumping, sliding and rolling as they move over and under apparatus *Develop co-ordination *Learn and refine a variety of shapes, jumps balances and rolls * Jump using a variety of take offs/landings *Link simple travels actions, balances and jumps *Know how to work with a partner or small group to move apparatus safely</p>	<p><u>Dance</u> -Move with developing control and grace. -Combine different movements with ease and fluency. Vocabulary: Copy, repeat, action, movement, link, combine control, grace Key Knowledge: *Copy, repeat and perform some basic actions *Copy, repeat movement patterns *Link movements together *Link movements with no pause in between *Work as an individual, partner or part of a group</p>	<p><u>Ball Skills</u> -Develop and refine a range of ball skills: throwing, catching, kicking, passing, batting, and aiming. -Develop precision and accuracy when engaging in activities that involve a ball. Vocabulary: 'Magic moment', throwing, catching, kicking, passing, batting aiming, control, send, receive Key Knowledge: *Send and receive balls using different body parts *Send and receive a ball using different actions e.g. kicking etc... *Know how to stop a ball *Work with others, to control balls in a space</p>	<p>-Confidently and safely use a range of large apparatus outside, alone and in a group. Vocabulary: travel, balance, apparatus, equipment, safely, jump, land, climb, under, over, through, around, between Key Knowledge: *Know how to jump off apparatus and land safely *Explore different ways of travelling over the apparatus e.g. climbing *Explore different positional movements e.g. under, over etc... *Know how to work with a partner or small group to move apparatus safely</p> <p>-Confidently and safely use a range of small apparatus indoors, alone and in a group. Vocabulary: equipment, safely, control, pincers, scissors Key Knowledge: *Know how to hold the small apparatus correctly *Know how to use the small apparatus correctly *Know how to store the small apparatus correctly *Be able to share the apparatus safely with others</p>
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						<p>-Use core muscle strength to achieve a good posture</p> <p>Vocabulary: Flat feet, straight back</p> <p>Key Knowledge: *Have both feet flat on the floor *Sitting with their bottom on the seat *Chairs tucked under *Straight back *Arms above the table</p>
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	Healthy Lifestyles and Managing Self	<p>-To develop the skills to manage the school day successfully</p> <p>Vocabulary: Independence/independent, manage</p> <p>Key Knowledge: *To be able to line up in a queue *To put my coat/jumper on *To feed myself independently using a spoon or fork *To take care of my toileting needs *To wash and dry my own hands *To be able to put away and collect my own school items</p>	<p>-Know and talk about being a safe pedestrian</p> <p>Vocabulary: Pedestrian, dangers, safety, safely, green cross code, traffic lights, zebra crossing, red, green, amber</p> <p>Key Knowledge: *Know what a pedestrian is *Know the dangers of being a pedestrian *Knows different ways to be safe as a pedestrian *Knows the green cross code</p> <p>-Know and talk about toothbrushing</p> <p>Vocabulary: Healthy, teeth, gums, tongue, mouth, dentist, decay, cavity, plaque, bad breath, sugary</p> <p>Key Knowledge: *Know how to look after teeth *Know about the importance of good dental hygiene *Knows which food/drinks are good/bad for my teeth *Know how often to brush my teeth</p>	<p>-Know and talk about the different factors that support their overall health and wellbeing:</p> <p>regular physical activity, healthy eating and having a good sleep routine</p> <p>Vocabulary: Exercise, heart, beating, active, healthy, unhealthy, balanced diet, sleep routine,</p> <p>Key Knowledge: *Knows the importance of exercise *Knows some ways exercise helps us stay healthy *Can Identify healthy/unhealthy food *Knows the impact of healthy/unhealthy food on their bodies *Knows the importance of a good sleep routine</p>		<p>-Know and talk about sensible amounts of screen time</p> <p>Vocabulary: technology, internet, TV, IPAD, screen time, hours,</p> <p>Key Knowledge: *Knows what screen time is *Knows the different types of technology which could be describe as 'screen time' *Understands the effects of too much screen time *Is aware that screen time should be limited by an adult</p>	
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	Fine Motor Skills	<p>-Use a range of small tools with developing control (DT) Vocabulary: Scissors, snip, cut, grip, tripod, join, materials, pincers Key Knowledge: *Knows how to hold scissors correctly *Can make snips with scissors *Can hold a pencil with a comfortable grip (tripod) *Explores joining materials together (glue, masking tape, Sellotape, split pins, string) *Uses pincers with developing control</p>	<p>-Use a range of tools safely (DT) Vocabulary: Scissors, equipment, purpose, safely, store, carrying Key Knowledge: *Can hold scissors and other equipment correctly *Can use scissors and other equipment for the right purpose *Can store scissors and other equipment safely *Can move around the classroom safely carrying scissors and other equipment</p>	<p>-Use a range of tools with good control (DT) Vocabulary: Scissors, cut, grip, control, tripod, outline, join, materials, pincers Key Knowledge: *Consistently holds scissors correctly *Can cut around a simple outline with good control *Can hold a pencil with a firm tripod grip *Join materials together successfully (glue, masking tape, Sellotape, split pins, string) *Uses pincers with good control</p>	<p>-Hold a pencil effectively for fluent writing using the tripod grip (Writing) Vocabulary: Grip, hold, tripod, writing, letters, form Key Knowledge: *Can hold a pencil with a firm grip (tripod) *Can apply appropriate pressure *Can apply consistent pressure *Can form letters correctly</p>	<p>-Develop the foundations of a handwriting style which is fast, accurate and efficient (Writing) Vocabulary: Grip, hold, tripod, writing, letters, form Key Knowledge: *Can hold a pencil with a firm grip (tripod) *Can apply appropriate pressure *Can apply consistent pressure *Can form letters correctly *Can write letters quickly on command</p>
Literacy	Comprehension	<p>***All the comprehension outcomes below are covered across the year in guided reading, shared reading and story time sessions. They have been split up in this way to show the progression of skills and show when there is a greater emphasis on the teaching of that outcome.</p> <p>-Re-read books to build their understanding **Books will be re-read in shared reading sessions</p>				
<p>-Answer simple questions from familiar stories Vocabulary: Title, characters, setting, main events, beginning, middle, end Key Knowledge: *Can listen carefully to the story *Can look carefully at the pictures *Can say the title of the book *Can name the main characters *Can say where the story is set *Can say what the characters are doing *Can talk about main events in the story</p>		<p>-Re-tell stories in their own words to show understanding Vocabulary: Main events, order, characters, beginning, middle, end Key Knowledge: *Can listen carefully to the story *Can look carefully at the pictures *Can describe the main events in the story *Can describe the main events in order *Can use character names in the re-telling</p> <p>-Anticipate key events in stories Vocabulary: happen, next, characters Key Knowledge: *Can talk about what is happening in the picture *Know who the characters are</p>	<p>-Use recently introduced vocabulary from stories, non-fiction, rhymes and poems in their role play Vocabulary: Fiction, non-fiction, rhymes, poems, role play Key Knowledge: *Knows what fiction is *Knows what non-fiction is *Knows what a rhyme and poem is *Can repeat key vocabulary in the reading sessions *Can use picture cues to repeat the key vocabulary in their role play *Key vocabulary is used in context</p>			

*****All the word reading outcomes below are covered across the year in phonics, guided reading and shared reading sessions. They have been split up in this way to show the progression of skills and show when there is a greater emphasis on the teaching of that outcome.**

-Re-read books to build up their confidence and fluency in word reading **Books will be re-read in shared reading sessions

Word Reading

**ORAL BLENDING
RECAP**

-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.
Vocabulary: phonemes, letters, blend, words, read
Key Knowledge:
*Recognise the phonemes
*Say the phonemes
*Look at the letters
*Make the phonemes
*Blend the phonemes together

-Read a few common exception words matched to the school's phonic programme.
Vocabulary: the, is, to, no, go, of, into, I, her, has, put, as,
Key Knowledge:
*Repeat the sight words
*Read the sight words (Phonics)
*Read the sight words in guided/shared reading texts

-Read some letter groups that each represent one sound and say sounds for them.
Vocabulary: phonemes, digraphs, trigraphs, letters, blend, read, words
Key Knowledge:
*Recognise the phonemes
*Look at the letters
*Make the phonemes
*Blend the phonemes together

-Read words and simple phrases consistent with their phonic knowledge by sound-blending.
Vocabulary: phonemes, letters, digraphs, trigraphs, blend, read, words, phrases, sentences, sight words
Key Knowledge:
*Recognise the phonemes
*Look at the letters
*Make the phonemes
*Blend the phonemes together

-Read a few common exception words matched to the school's phonic programme.
Vocabulary: me, be, he, my, by, she, they, push, we, are, you, all, was, give, live, sure, full, pull,
Key Knowledge:
*Repeat the sight words
*Read the sight words (Phonics)
*Read the sight words in guided/shared reading texts
*Identify and read sight words independently

-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Vocabulary: phonemes, letters, digraphs, trigraphs, blend, consonant blend, read, words, phrases, sentences, sight words
Key Knowledge:
*Recognise the phonemes
*Look at the letters
*Make the phonemes
*Blend the phonemes together
*Read the sight words

-Re-read what they have written to check that it makes sense.
Vocabulary: Re-read, sense, words, sight words, order, writing
Key Knowledge:
*Knows when a sentence doesn't make sense
*Read the decodable words
*Read the sight words
*Read the sentence again

-Say a sound for each letter in the alphabet and at least 10 digraphs.
Vocabulary: phonemes, letters, blend, words, read
Key Knowledge:
*Recognise the phonemes
*Say the phonemes
*Look at the letters
*Make the phonemes
*Blend the phonemes together

-Read a few common exception words matched to the school's phonic programme.
Vocabulary: what, there, have, some, so, were, little, one, come, here, said, like do, when, out, love, house, your, ago, school
Key Knowledge:
*Repeat the sight words
*Read the sight words (Phonics)
*Read the sight words in guided/shared reading texts
*Identify and read sight words independently

Writing

-Write some or all their name
Vocabulary:
 Name, capital letter, lower case letters, grip
Key Knowledge:
 *Can say their name
 *Can recognise their name
 *Can grip a pencil correctly
 *Can write a capital letter for the start of their name
 *Can write lower case letters for the rest of their name

-Write some letters accurately
Vocabulary:
 Grip, letter, to the sun, away from the sun, small letter, tall letter, straight, curved
Key Knowledge:
 *Can grip a pencil correctly
 *Can write the letter with the correct orientation
 *Can write the letters sitting on the line (phonics)

-Use some of their print and letter knowledge in their early writing.
Vocabulary:
 Word, phoneme, phoneme fingers, phoneme mat, initial phoneme
Key Knowledge:
 *Can say the word
 *Can phoneme finger the word
 *Can find the phonemes on the phoneme mat
 *Can write the initial phoneme in the word
 *Can write other phonemes in the word

-Spell vc and cvc words by identifying the sounds and then writing the sound with letter/s.
Vocabulary:
 Word, phoneme, phoneme fingers, phoneme mat, initial phoneme
Key Knowledge:
 *Can say the word
 *Can phoneme finger the word
 *Can find the phonemes on the phoneme mat
 *Can write the initial phoneme in the word
 *Can write other phonemes in the word

-Write recognisable letters, most of which are correctly formed.
Vocabulary:
 Grip, letter, to the sun, away from the sun, small letter, tall letter, straight, curved, upper case, lower case
Key Knowledge:
 *Can grip a pencil correctly
 *Can apply appropriate pressure
 *Can write the letter with the correct orientation
 *Can form letters of the correct size relative to one another
 *Can write the letters sitting on the line

-Form lower-case and capital letters correctly.
Vocabulary:
 Grip, letter, to the sun, away from the sun, small letter, tall letter, straight, curved, upper case, lower case, capital letters
Key Knowledge:
 *Can grip a pencil correctly
 *Can apply appropriate pressure
 *Can write the letter with the correct orientation
 *Can form letters of the correct size relative to one another
 *Can write the letters sitting on the line
 *Is beginning to write capital letters at the start of a sentence

-Write simple phrases and sentences that can be read by others.
Vocabulary:
 Word, phoneme, phoneme fingers, phoneme mat, initial phoneme
Key Knowledge:
 *Can say the word
 *Can phoneme finger the word
 *Can write the word
 *Can use finger spaces between each word
 *Can read their own writing back

-Write short sentences using a capital letter and full stop.
Vocabulary:
 Word, phoneme, phoneme fingers, phoneme mat, initial phoneme
Key Knowledge:
 *Can say the word
 *Can phoneme finger the word
 *Can write the word
 *Can use finger spaces between each word
 *Can read their own writing back

Mathematics	Numerical Patterns	<p>-Match and sort objects based on similarities and differences Vocabulary: Match, sort, groups, same, different, pair, identical Key Knowledge: *Knows that matching objects can be identical *Knows that items can be matched on similar characteristics *Knows that objects can be grouped by colour, size, feature or orientation</p> <p>Compare size Vocabulary: Compare, size, order, big/bigger/biggest, small/smaller/smallest, wide(er), narrow(er) Key Knowledge: *Knows that comparing is measuring similarities or differences *Can identify big and small objects *Can order 3 objects based on their size</p> <p>-Compare weight Vocabulary: Compare, weight, heavy/light, heavier than, lighter than, balance, scales</p>	<p>-Talk about and explore circles and triangles Vocabulary: 2-d shapes, circle, triangle, characteristics, sides, corners, round, curved, straight, flat Key Knowledge: *Knows that a 2D shape is a flat shape *Can identify a variety of sized circles and triangles *Can talk about the characteristics of circles and triangles *Can build with the circles and triangles</p> <p>-Talk about and explore shapes with 4 sides Vocabulary: 2-d shapes, rectangle, Square, characteristics, sides, corners, straight, flat Key Knowledge: *Knows that a 2D shape is a flat shape *Can identify a variety of sized squares and rectangles *Knows that squares and rectangles have 4 sides and 4 corners *Can build with the squares and rectangles</p> <p>-Copy and continue repeating patterns Vocabulary: Order, repeat, patterns, AB pattern</p>	<p>-Compare length and height Vocabulary: Compare, measure, length, height, long(er)(est), short(er)(est), tall(er)(est) Key Knowledge: *Knows that comparing is measuring similarities or differences *Knows that height is a measurement from the bottom to the top *Knows that length is a measurement from end to end *Can identify short and tall objects *Can identify short and long objects *Can order 3 objects based on their length or height</p>	<p>-Compare capacity Vocabulary: Compare, Measure, capacity, full/empty, more than/less than, half/half full Key Knowledge: *Knows that comparing is measuring similarities or differences *Knows that capacity is the amount that something can hold *Can say if a container is full, empty or half full *Can show full, empty and half full in a variety of containers</p> <p>-Create repeating patterns Vocabulary: Order, repeat, patterns, AB pattern, ABC patterns Key Knowledge: *Can name the AB pattern *Can complete an AB pattern *Can create own AB/ABC pattern</p> <p>-3D shapes Vocabulary: 3-d shapes, characteristics, cuboids, cubes, cone, spheres, FACE??, rectangle, square, circle, curved, straight, flat Key Knowledge:</p>	<p>-Select, rotate and manipulate shapes Vocabulary: 2d shapes, square, circle, rectangle, triangle, rotate, turn Key Knowledge: *Can select a square, rectangle, circle or triangle when asked *Knows that shapes can be rotated *Knows that shapes can be put together to make bigger shapes *Knows that shapes can be put together to make different shapes</p> <p>-Explore and represent patterns in numbers (doubles) Vocabulary: Double, twice as many, equal, unequal, group Key Knowledge: *Knows that double means the same amount again or twice as many *Knows that the amounts should be equal *Can double an amount equally</p> <p>-Explore Sharing Vocabulary: Half, halve, halving, equal, unequal, share Key Knowledge: *Knows that sharing is letting someone else</p>	<p>-Explore and represent patterns in numbers (odd and even) Vocabulary: Odd, even, equal, unequal, share, group Key Knowledge: *Knows that an even number can be shared by 2 *Knows that an odd number cannot be shared equally *Can identify odd and even numbers to 10.</p> <p>-Explore and represent patterns in numbers (doubles recap) Vocabulary: Double, twice as many, equal, unequal, group Key Knowledge: *Knows that double means the same amount again or twice as many *Knows that the amounts should be equal *Can double an amount equally</p> <p>-Time (measuring periods of time) Vocabulary: Time, day, week, hour, minutes, quicker, slower Key Knowledge: *Knows that time can be measured *Knows that a week has 7 days</p>
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		<p>Key Knowledge: *Knows that comparing is measuring similarities or differences *Knows how to use a set of balance scales correctly *Can identify heavy and light objects</p>	<p>Key Knowledge: *Can name the AB pattern *Can complete an AB pattern *Can create own AB pattern</p> <p>-Use positional language Vocabulary: Over, under, between, around, through, on, into next to, behind, beneath on top of</p> <p>Key Knowledge: *Can place an object in the correct position *Can say where the object has been positioned</p>		<p>*Knows that a 3D shape is a solid shape *Can identify a cube, cuboid, sphere and cone *Can talk about the characteristics of a cube, cuboid, cone and sphere</p> <p>-Time (sequencing events) Vocabulary: Time, earlier, later, before, after, first, next today, yesterday, tomorrow, morning, afternoon, evening/night day</p> <p>Key Knowledge: *Knows that there is a day and night *Knows that a day is ordered into morning, afternoon, evening and night *Knows the sequence of yesterday, today and tomorrow *Can use the time words before, first, next, after in order</p>	<p>have a part of something that belongs to you *Knows that sharing equally means both people have the same amount *Can share an amount equally Can say when an amount is unequal</p> <p>-Compose and decompose shapes Vocabulary: 2d shapes, smaller, bigger, square, circle, rectangle, triangle, rotate, turn, compose (joined), decompose (broken apart)</p> <p>Key Knowledge: *Can select a square, rectangle, circle or triangle when asked *Knows that composing shapes means putting them together and decomposing means taking them apart *Knows that shapes can be put together to make bigger shapes *Knows that shapes can be put together to make different shapes</p>	<p>*Knows that days have hours and minutes *Knows that actions can be quicker or slower</p>
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	Number	<p>-Compare amounts (more/fewer) Vocabulary: Count, compare, equal to, more than less than (fewer) Key Knowledge: *To count out the correct number of objects *To identify the group which has more/fewer/equal</p>	<p>-Representing numbers 1-5 Vocabulary: Numerals, digit, Count, subitise, order, ordinal Key Knowledge: *To count in sequence from 1-5 *To understand the cardinal principle *To count out a specific amount from a larger group *To identify a numeral *To match numerals to amounts *To represent a number through mark making</p> <p>-Comparing numbers to 5 (more/less) Vocabulary: Compare, one more one less, equal to more than, less than (fewer), Forwards, Backwards Key Knowledge: *To count out a correct amount of objects *To find one more/less *To identify and compare amounts *To identify and compare numbers</p> <p>-Explore the composition of numbers to 5 Vocabulary: Part, whole, Altogether, Bigger, Smaller Key Knowledge:</p>	<p>-Representing numbers to 10 Vocabulary: Numerals, digit, count, subitise, order, ordinal Key Knowledge: *To count in sequence from 1-10 *To understand the cardinal principle *To count out a specific amount from a larger group *To identify a numeral *To match numerals to amounts *To represent a number through mark making</p> <p>-Compare numbers to 10 (more/less) Vocabulary: Forwards, Backwards, compare, one more, one less, equal to, more than less than (fewer) Key Knowledge: *To count out a correct amount of objects *To find one more/less *To identify and compare amounts *To identify and compare numbers</p> <p>-Explore the composition of numbers to 10 Vocabulary: Part, whole Key Knowledge:</p>	<p>-Subtraction Vocabulary: take away /minus, left Key Knowledge: *To understand that taking an amount away will create a smaller amount *To count backwards *To count the new amount once an amount has been subtracted</p> <p>-Representing numbers beyond 10 Vocabulary: Numerals, digit, count, subitise, order, ordinal Key Knowledge: *To count in sequence beyond 10 *To understand the cardinal principle *To identify a numeral *To match numerals to amounts *To represent a number through mark making</p>	<p>-Add by counting on Vocabulary: Add, plus, altogether, total Key Knowledge: *To count forwards *To count on in sequence from numbers other than 1</p> <p>-Subtraction Vocabulary: take away /minus, left Key Knowledge: *To understand that taking an amount away will create a smaller amount *To count backwards *To count the new amount once an amount has been subtracted</p>	<p>-Recall number bonds 0-10 Vocabulary: Number bonds, add, plus together, total Key Knowledge: *Knows a number bond is 2 numbers that are added together to make 10. *Knows which 2 Numicon number make 10</p>
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			<p>*To understand that a whole number can be made in different ways</p> <p>*To understand that smaller numbers can combine to create larger numbers</p> <p>-Understand 1 more than and 1 less than</p> <p>Vocabulary:</p> <p>Key Knowledge:</p>	<p>-Combine 2 groups to add</p> <p>Vocabulary: Add, plus, altogether, total</p> <p>Key Knowledge: *To understand that two groups combine to create a larger amount *To count forwards *To count the new amount once two amounts are combined</p>			
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Understanding the World	Past & Present	<p>-Understand the past through events (HIS)</p> <p>-Introduce figures from the past (Rosa Parks-BLACK HISTORY MONTH). (PSED/HIS)</p> <p>Vocabulary: Black History, achievements, similarities/differences, famous, fair/fairly, colour, racism, Rosa Parks</p> <p>Key Knowledge: *Know what history/past is *Know what black History month is *Know who Rosa parks was *Know what happened to Rosa Parks *Know what racism is *Talk about life in the past *Compare the past and present</p>	<p>-Know some similarities and differences between things in the past and now (HIS)</p> <p>-Comment on images of familiar situations in the past (old photos of people who help us) (HIS)</p> <p>Vocabulary: History, past, present, similarities, differences, nurse, firefighter, police officer</p> <p>Key Knowledge: *Can name the job roles of the people in the photos *Can talk about some of the objects/clothing they can see in the photo *Can talk about the similarities and differences between the photos from the past/present</p> <p>-Talk about the lives of the people around them and their roles in society (people who help us) (HIS)</p> <p>Vocabulary: family, friends, special, role, job, Key Knowledge: *Know who is special to them at home *Can talk about their family life * Know what job their immediate family members do</p>	<p>-Understand the past through events (HIS)</p> <p>Vocabulary: history, past, present, extinct, millions, earth</p> <p>Key Knowledge: *Knows what history/past is *Knows that dinosaurs lived in the past *Knows that dinosaurs are extinct *Knows that dinosaurs lived on earth</p> <p>-Compare and contrast figures from the past (Mary Anning/current archaeologists). (HIS)</p> <p>Vocabulary: Fossil, Mary Anning, fossil hunter, extinct, palaeontologist, history, past, present, similarities, differences, scientist</p> <p>Key Knowledge: *Know what a fossil is *Know what job Mary Anning did *Know what an archaeologist is *Know the differences between archaeologists in the past and present</p>			<p>-Understand the past through events (HIS)</p> <p>-Comment on images of familiar situations in the past (compare old/modern farming machinery/photos) (HIS)</p> <p>Vocabulary: farm, crops, machinery, past, present, history, old, new, combine harvester, horse and cart, plough,</p> <p>Key Knowledge: *Understands the term history/past *Knows the names of modern farming machinery and equipment *Knows the names of farming machinery and equipment from the past *Can talk about the differences between past/present farming machinery and equipment *Understands that farming was difficult in the past *Understands that modern machinery makes farming easier</p>
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			<p>*Can name people who help us</p> <p>*Can talk about what people who help us do</p>				
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People, Culture & Communities

-Name and describe people who are familiar to them. (belonging) (PSED)
 -Talk about members of their immediate family and community. (belonging) (PSED)
Vocabulary:
 Family, home, mum, dad, brother, sister, auntie, uncle, grandma, grandad, cousin

Key Knowledge:
 *Knows the names of their immediate family
 *Knows the roles of their family e.g. mum, dad sister etc..
 *Knows their role in the family e.g. child, son, daughter etc...

-Describe their immediate environment (GEO)
Vocabulary: school, environment, classroom, toilet, playground, field, hall, home
Key Knowledge:
 *Knows the names of familiar places within the school environment e.g. classroom, playground field, etc...

-Recognise that people have different beliefs and celebrate special times in different ways. (R.E)
Vocabulary:
 Different/similar, beliefs, celebrate, special times, festivals, Diwali, Hindu, Christian, Christmas, Jesus, Eid, Muslim, Nativity

Key Knowledge:
 *Can name the special times they celebrate
 *Can talk about how they celebrate special times
 *Know that people with different beliefs have different festivals and celebrations
 *Through stories, know why Christians perform nativity plays at Christmas
 *Know that harvest is a time where we thank God for food

-Know some similarities and differences between different religious and cultural communities in this country (Chinese New Year, Visakh, Easter) (R.E)
Vocabulary:
 Different/similar, beliefs, special times, festival, celebration, Sikh, Visakhi, Easter, Jesus, Christian, Chinese New Year
Key Knowledge:
 *Know that people with different beliefs have different festivals and celebrations
 *Know about the Chinese New Year
 *Know about Visakhi (Sikh celebration)
 *Know why the cross is important at Easter
 *Know that Jesus is a role model for Christians

-Understand that some places are special to members of their community. (R.E)
Vocabulary:
 Home, worship, church, mosque, mandir, gurdwara

Key Knowledge:
 *Know some places that are special to them
 *Know that some people worship in a special place
 *Know the name of their place of worship
 *Know the names of some different places of worship

Recognise and explain some similarities and differences between life in this country and life in other countries (GEO)
Vocabulary:
 Similarities/differences, compare, Africa, Leicester, Belgrave, school, house, clothes, food
Key Knowledge:
 *Know they live in Leicester
 *Can talk about their home, school, clothes and food they eat
 *Can talk about the home, school, clothes, and food of an African child
 *Can talk about the similarities and differences between life in Africa and Leicester

Draw information from a simple map (GEO)
Vocabulary: earth, Africa, land, sea/ocean, map, features, desert, rainforest, savanna, grassland, mountain, river

Key Knowledge:
 *Knows the difference between land and sea (on a map)
 *Can locate different environments on the simple map of Africa (desert, rainforest, grassland)
 *Can identify key features in Africa (on the simple map) e.g. sea, land, rivers, mountains

		<ul style="list-style-type: none">*Can name some of the objects in their immediate environment*Can describe their immediate environment*Can describe their home environment			
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The Natural World

-Understand the effect of changing seasons on the natural world around them (Autumn)
Vocabulary: Autumn, Winter, Summer, Spring, season, red, yellow, orange, green, brown, grey, evergreen, deciduous, hibernate

Key Knowledge:
 *Know the name of the four seasons
 *Name the autumn colours
 *Know what the weather is like in Autumn
 *Knows how some trees change in Autumn
 *Understand why some animals/plants hibernate
 *Know the effects autumn has on the natural world around them

-Understand some important processes in the natural world
Freezing water/melting ice
Vocabulary: Freeze, freezing, melt, melting, cold, Ice, icy, water, watery, slippery, change, heat, method

Predict, test, observe, record

Key Knowledge:
 *Understand the term prediction
 *Know that water can change with the freezing/melting process
 *Know that ice melts when it is heated
 *Know different methods of heating

-Understand some important processes in the natural world
Volcanoes
Vocabulary: Volcano, dormant, active, lava, erupts, extinct,

Key Knowledge:
 *Know what a volcano is
 *Know the difference between a dormant and active volcano
 *Know that a volcano erupts lava
 *Know how volcanic eruption led to the dinosaur extinction

Fossils
Vocabulary: Fossil, Palaeontologist, Extinct, identify, print, cast, excavate, bones, observe

Key Knowledge:
 *Know what a fossil is
 *Know how fossils are formed
 *Know what a palaeontologist is/does

Herbivores/Carnivores
Vocabulary: Herbivore, carnivore, omnivore, meat eater, plant eater, tyrannosaurus Rex, Velociraptor, ankylosaurus, Brontosaurus,

-Understand some important processes in the natural world
 -Draw pictures of sea creatures (See EAD)
Floating and Sinking
Vocabulary: Float/floating, sink/sinking, buoyant, dropping, beneath, surface, air holes, lighter, dense, testing, predict

Key Knowledge:
 *Know what the terms 'floating' and 'sinking' means
 *Be able to sort materials which float and sink
 *Know why some materials float and sink

-Recognise some environments that are different to the one in which they live in
 -Know some similarities and differences between the natural world around them and contrasting environments
Vocabulary: Africa, continent, environments, desert, grassland, savanna, wet season, dry season, rainforest, tropical weather, temperature, Earth, cities, rivers, lakes, ocean, waterfall, mountain

Key Knowledge:
 *Can locate Africa on Google earth/globe
 *Can identify deserts, rainforests and grasslands on a map of Africa
 *Can name the 3 main environments
 *Know some differences between the 3 environments e.g. weather, physical features

-Understand some important processes in the natural world
Life Cycle of a crocodile
Vocabulary: Crocodile, River Nile, reptile, cold-blooded, life-cycle, dangerous, lay

-Describe what they see, hear and feel whilst outside (The Farm)
Vocabulary: Adult, young, pig, cow, donkey, goat, sheep, horse, chicken, duck, piglet, calf, foal, kid, lamb, chick, duckling, pastoral, arable

Key Knowledge:
 *Know the names of farm animals and their young
 *Know the names of the farm animal homes
 *Know the purpose of farms
 *Know there are different types of farms
 *Can match the produce to the animal

-Understand some important processes in the natural world
 -Draw pictures of plants
Planting seeds
Vocabulary: Arable farmers, plant, grow, bean, seed, roots, soil/compost, crop, sprinkle, water, sunlight

Key Knowledge:
 *Know what an arable farm produces
 *Know how to plant seeds
 *What seeds need to grow

				<p>triceratops, stegosaurus, diplodocus,</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> *Know the names of common dinosaurs *Know that different dinosaurs ate different food *Understand the terms 'herbivore', 'carnivore' and 'omnivore' *Know whether a dinosaur was a herbivore or carnivore based on certain physical features 		<p>eggs, hatch, hatched, hatching, hatchling</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> *Knows what a crocodile looks like and where it lives *Knows that crocodiles lay eggs/where they lay their eggs *Knows a baby crocodile hatches from an egg *Knows what a life-cycle is *Knows that a life-cycle is in order 	<p>*Knows what a bean plant looks like</p>
		<p>On-going Natural world (Science) skills:</p> <ul style="list-style-type: none"> -Explore the natural world around them making observations <p>Vocabulary:</p> <p>Observe, notice, look closely, record, draw</p> <p>Key Knowledge: *Know what the natural world is *Know what a plant is *Name a variety of plants *Name a variety of animals</p> <ul style="list-style-type: none"> -Describe what they see, hear and feel whilst outside 					

Expressive Arts and Design	Creating with Materials	<p>Experiment with colour. (ART) Vocabulary: Red, yellow, blue, black, white, purple, orange, green, grey, pink, Prime colours, colour mixing Key Knowledge: *Know the names of prime colours *Know how to mix colours *Know the names of the colours after mixing</p> <p>-Collage (Elmer, Colour Monster, Leaf hedgehog) -Transient art (Elmer) -Joining materials together (Paper plate mice/loo roll monsters) -Moulding playdough (colour monster/spotty bugs) -3D abstract paper sculpture -Reverse silhouette (Autumn leaf) -Marble painting</p>	<p>-Create collaboratively sharing ideas, resources and skills (ART/DT) Vocabulary: Create, materials, method, attach, snip, stick, join, share Key Knowledge: *Can decide what they would like to make *Can choose the materials they will need *Can decide their method of making the creation *Knows how to join materials together *Can share the workload</p> <p>-Experiment with design, texture, form and function. (Clay Divas) (DT) Vocabulary: Diva, roll/rolling, shape, smooth, tools Key Knowledge: *Knows what a diva looks like *Can manipulate the clay by rolling and shaping *Create different effects using a variety of tools</p> <p>-Pontilism (dip dab logos) Split pin superheroes -Rangoli collage -Paper curling (Santa's beard) -Paper folding (Elf's legs)</p>	<p>-Make use of props and materials when role playing characters in narratives and stories. Vocabulary: Role play, pretend, storyline, props, materials, characters (SPEAKING) Key Knowledge: *Imitates real life actions and behaviours *Can use props/items in their pretend play *Will narrate what is happening in their pretend play *In their pretend play, they can continue a narration with a peer/peers</p> <p>-Safely use variety of tools (DT) Vocabulary: Scissors, equipment, purpose, safely, store, carrying Key Knowledge: *Can hold scissors and other equipment correctly *Can use scissors and other equipment for the right purpose *Can store scissors and other equipment safely *Can move around the classroom safely carrying scissors and other equipment</p>	<p>-Explore and use a variety of artistic effects to express their ideas and feelings. (Vincent Scarpace) (ART) Vocabulary: Artist, Vincent Scarpace, style, eye, background, stripy, dots, swirls, bubbles, detail, colourful Key Knowledge: *Can create a colourful and stripy background in the style of Vincent Scarpace *Can use swirls and dots to decorate the fish *Can give the fish a big eye *Can add details to the background e.g. swirls/bubbles</p> <p>-Return to and build on their previous learning, refining ideas and developing their ability to represent them (observational drawings of sea creatures) Vocabulary: Look closely, observe, outline, detail, improve Key Knowledge: *Know how to look closely at a sea creature *Draw an outline of the sea creature *Add detail to their drawing *Can say how they could improve their artwork</p>	<p>-Experiment with colour, design and form. (African masks) (ART/DT) Vocabulary: Masks, outline, paper mache, decorate, dots, lines Key Knowledge: *Can talk about some key features of African masks e.g. nose, eyes, lips, dots, lines *Can cut around an outline *Can use paper mache to create eyes, nose, lips *Can add colour and detail to the mask</p> <p>-Paper curling (lions) -Linking/joining paper chains (snakes) -Printing (animal patterns) -Paper folding (crocodiles) -Paint dripping technique (Lila and the rain) -DT rainsticks</p>	<p>-Share their creations, explaining the process they have used. (Imagination station products) (ART/DT) Vocabulary: Imagination station, creations artwork, method, materials Key Knowledge: *Can say what they have made *Can say how they made it *Can talk about the materials they have used</p> <p>-DT animal homes -DT nests -Transient art scarecrows</p>
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				<ul style="list-style-type: none"> -DT binoculars -Hand print dinosaurs -DT clay dinosaurs -Dinosaur silhouette scene -Collage (dinosaur skeleton and volcano) -Fork painting (volcano) 	<ul style="list-style-type: none"> *Can improve their artwork -Chalk drawing -Mixed media seahorse/underwater scene scene (chalk, pastels, collage) -Collage (sea creatures, fish skeleton) -Kite making 		
	<p>**This outcome, 'Use and explore a variety of materials, tools and techniques' is taught across the F2 year. It is important to note that many techniques are not taught as a discreet focus lesson but are modelled for the continuous provision activities. These techniques have been sorted above into each half term and are in red.</p>						

Being Imaginative & Expressive

-Sing a range of well-known nursery rhymes and songs. **(MUSIC)**
Vocabulary:
 Nursery rhyme, sing, song, tune
Key Knowledge:
 *Knows a selection of nursery rhymes
 *Knows songs for certain daily routines e.g. the hello and goodbye song
 *Knows a selection of songs related to the 'colour' topic

-Sing in a group increasingly matching the pitch and following the melody.
 -Perform songs with others. **(MUSIC)**
Vocabulary:
 Pitch, melody, perform, rhythm
Key Knowledge:
 *Learn the words and actions to songs
 *Copy the pitch after an adult has sung it first
 *Can sing high or low tones
 * Can copy a melody
 * Can sing at the right volume
 *Can sing as a group

-Develop storylines in their pretend play.
Vocabulary:
 Pretend, storyline, props **(SPEAKING)**
Key Knowledge:
 *Imitates real life actions and behaviours
 *Can use props/items in their pretend play
 *Will involve others in their pretend play
 *Will narrate what is happening in their pretend play
 *In their pretend play, they can continue a narration with a peer/peers
 -Listen attentively and talk about music, expressing their feelings and responses. **(Mozart) (MUSIC)**
Vocabulary:
 Listen carefully, music, Eine Kleine Nachtmusik, Mozart, feel, instruments
Key Knowledge:
 *Moves their body in time with the tempo of the piece of music
 *Can identify the fast/slow tempo in the piece of music
 *Can say how the piece of music makes them feel
 *Can say why the music makes them feel in a certain way

-Move in time to music, expressing their feelings and responses. **(MUSIC)**
 Explore and engage in dance, performing solo or in groups. **(PE-under the sea Dance)**
Vocabulary:
 Music, move, tempo, fast, slow, feel
Key Knowledge:
 *Moves their body in time with the tempo of the piece of music
 *Can identify the fast/slow tempo in the piece of music
 *Can say how the piece of music makes them feel
 *Can say why the music makes them feel in a certain way
 -Listen attentively and talk about music, expressing their feelings and responses. **(Saint-Saens) (MUSIC)**
Vocabulary:
 Listen carefully, music, Saint-Saens, carnival of the animals, aquarium, feel, instruments
Key Knowledge:
 *Moves their body in time with the tempo of the piece of music
 *Can identify the fast/slow tempo in the piece of music

-Move in time with music. **(MUSIC)**
 -Watch and talk about dance and performance art, expressing their feelings and responses. **(African Dance) (MUSIC/PE)**
Vocabulary:
 Music, move, tempo, fast, slow, feel
Key Knowledge:
 *Moves their body in time with the tempo of the piece of music
 *Can identify the fast/slow tempo in the piece of music
 *Can say how the piece of music/dance makes them feel
 *Can say why the music/dance makes them feel in a certain way
 -Explore and engage in music making, performing solo or in groups. **(African music) (MUSIC)**
Vocabulary:
 Music, instruments, Djembe drum, Shekere, maracas, balaphone, xylophone, beat, tempo, fast, slow,
Key Knowledge:
 *Knows the names of different African instruments

-Perform rhymes and poems with others. (farm animals)
Vocabulary:
 Rhymes, poems, re-tell
Key Knowledge:
 *Can re-tell familiar rhymes
 *Can re-tell familiar poems
 *Can perform rhymes and poems with their peers
 -Invent, adapt and recount narratives and stories with peers and their teacher
Vocabulary:
 Pretend, stories, storyline, props, imagination **(SPEAKING)**
Key Knowledge:
 *Will involve others in their pretend play/story telling
 *Will narrate what is happening in their pretend play/stories
 *In their pretend play, they can continue a narration with a peer/peers
 *Can re-tell a familiar story

					<p>*Can say how the piece of music makes them feel</p> <p>*Can say why the music makes them feel in a certain way</p>	<p>*Knows how to hold and use musical instruments correctly</p> <p>*Can copy a beat</p> <p>*Can copy a tempo</p> <p>*Can perform music as a group or on my own</p>	
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Computing	<p><u>Navigating simple programs</u></p> <p>Vocabulary: Ipad, computer, keyboard, key, screen, mouse, program, app, click, drag, close/open</p> <p>*Know the names of some parts of the computer</p> <p>*Know that the mouse moves the pointer on the screen</p> <p>*Know how to 'click' the mouse button to make things happen</p> <p>*Know how to open or close an app/program</p>	<p><u>Online safety</u></p> <p>Vocabulary: device, internet, online safety, passwords, trusted adult, screen time</p> <p>Key knowledge:</p> <p>*Why we use passwords to keep our information safe</p> <p>*Not to share passwords with anyone (other than a trusted adult)</p> <p>*To be kind when using technology</p> <p>*Know who to speak to if they are upset by something online</p>	<p><u>Bee-bots</u></p> <p>Vocabulary: Bee-Bot, program, instruction, forward, backward, turn right, turn left,</p> <p>Key knowledge:</p> <p>*Know how to turn the Bee-Bot on</p> <p>*know the functions of each button on the Bee-Bot</p> <p>*Know how to control a Bee-Bot by programming it</p>
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<p>SEND – Adaptive Teaching</p>	<ul style="list-style-type: none"> ➤ Adjust the level of challenge ➤ Targeted support from a TA ➤ Clarify/simplify a task or provide pictorial steps with visual representations (objects, pictures, signs, photos) ➤ Provide worked (completed) and partially completed examples. ➤ Re-explain a concept or explain it in a different way ➤ Give additional (or revisit) examples ➤ Use peer tutoring/collaborative learning (everyone must participate – give them roles) ➤ Provide additional scaffolds ➤ Set clear targets/expectations ➤ Provide prompts/sentence stems ➤ Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) ➤ Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities) ➤ Provide vocabulary with visual images ➤ Check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration ➤ Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc. ➤ Pre-teach vocabulary, key content etc.
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Strategies to stretch and challenge

- **Identify and account for prior knowledge** – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly
- **Depth of content** - consider what you can add to create depth, e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas
- **Use questioning techniques to boost thinking** – ask open-ended questions which require higher-order thinking
- **Consider learner roles** – ensure they are appropriately challenged through the role they are given so they can make an effective contribution
- **Mastery** - more intensive teaching, tutoring, peer-assisted learning, small group discussions
- **Differentiated success criteria/choice of task** – offer a choice of tasks with a different level of challenge
- **Feedback** – framing feedback so pupils must take responsibility for improving their own learning