

**Thringstone Primary School Curriculum Framework Overview 2019-2020**

<b>Route to Resilience</b>	<b>Try New Things Push Yourself</b>		<b>Imagination Improvement Concentration</b>		<b>Tolerance Resilience &amp; Perseverance Working Hard</b>	
<b>Locality Study</b>						
<b>National &amp; Whole School Events</b>	International Day of Democracy–15 <sup>th</sup> Sept Black History Month – October Wear it Pink Day – October	Anti-bullying Week 11-15 <sup>th</sup> November Children in Need – November Road Safety Week Remembrance Day – 11 <sup>th</sup> November Save the Children Christmas Sweater Day – 13 <sup>th</sup> December	Internet Safety Day – 11 <sup>th</sup> February International Day of Women and Girls in Science – 11 <sup>th</sup> February	World Book Day – 5 <sup>th</sup> March Comic Relief St David’s Day – 1 <sup>st</sup> March St Patrick’s Day – 17 <sup>th</sup> March Science Week – 6 <sup>th</sup> – 15 <sup>th</sup> March Downs Syndrome Awareness Week – 21 <sup>st</sup> March Mothers’ Day	St George’s Day – 23 <sup>rd</sup> April Mental Health Awareness Week – 18 <sup>th</sup> – 24 <sup>th</sup> May Autism Awareness Day – 2 <sup>nd</sup> April VE Day – 8 <sup>th</sup> May Walk to School Week – 21 <sup>st</sup> – 24 <sup>th</sup> May	D-Day – 6 <sup>th</sup> June Bike Week – 8 <sup>th</sup> -16 <sup>th</sup> June Fathers’ Day – 16 <sup>th</sup> June
<b>Assemblies</b>	Kindness Helpfulness	Old Testament Stories Anti-Bullying	British Values NSPCC – PANTS	Internet Safety Famous Authors	Saving the Planet	Olympics Sporting Heroes
<b>Class Theme</b>	All about me	Children around the World	Super Heroes	Growing and Changing	All Creatures Great and Small	Space and Aliens
<b>Terms</b>	Autumn Term 1 (7 weeks)	Autumn Term 2 (9 weeks)	Spring Term 1 (6 weeks)	Spring Term 2 (6 weeks)	Summer Term 1 (5 weeks)	Summer Term 2 (6 weeks)
<b>CLL</b>	<b>Daily opportunities for children to:</b> Listen to, join in and talk about stories. Respond appropriately to how and why questions linked to their families and things that interest them. Engage in story telling through role-play and small world activities with their peers.	<b>Daily opportunities for children to:</b> Listen to, join in and recall the story in sequence. Engage in story telling through role-play and small world activities with their peers.  <b>Focus teach:</b> Shared reading, Guided reading, role-play, Harvest performance, Christmas Concert	<b>Daily opportunities for children to:</b> Interact with peers in child-led and collaborative learning across the continuous provision. Take part in small group and whole class learning  <b>Focus Teach:</b> Shared reading, Guided reading, Independent reading, role-play	<b>Daily opportunities for children to:</b> Follow increasingly more complex instructions and work more independently. Talk in a range of contexts and for a range of purposes.  <b>Focus Teach:</b> Shared reading, Guided reading, Independent reading, drama and role-play, Easter assembly	<b>Daily opportunities for children to:</b> Follow a class story Follow increasingly more complex instructions and work independently.  <b>Focus Teach:</b> Shared reading, Guided reading, Independent reading  <b>EYFS Outcomes:</b> LA: Children listen attentively in a range	<b>Daily opportunities for children to:</b> Work independently  <b>Focus Teach:</b> Guided reading, Independent reading, role-play, Class Assembly  <b>EYFS Outcomes:</b> LA: Children listen attentively in a range of situations. They listen to stories, accurately

	<p><b>Focus Teach:</b> Understanding to focus attention and show good sitting, looking and listening. Class and school rules.</p> <p><b>EYFS Outcomes:</b> LA: Listens to others one to one or in small groups, when conversation interests them.</p> <p>U: Understands use of objects (e.g. "What do we use to cut things?")</p> <p>U: Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>S: Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>S: Uses vocabulary focused on objects and people that are of particular importance to them.</p>	<p><b>EYFS Outcomes:</b> LA: Is able to follow directions (if not intently focused on own choice of activity).</p> <p>LA: Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>LA: Listens to stories with increasing attention and recall.</p> <p>U: Beginning to understand 'why' and 'how' questions.</p> <p>S: Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>S: Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p>	<p><b>EYFS Outcomes:</b> LA: Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>U: Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</p> <p>U: Able to follow a story without pictures or props.</p> <p>S: Uses language to imagine and recreate roles and experiences in play situations.</p> <p>S: Links statements and sticks to a main theme or intention.</p>	<p><b>EYFS Outcomes:</b> LA: Two-channelled attention – can listen and do for short span.</p> <p>U: Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>S: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>S: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>U: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>S: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>U: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>S: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
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<p><b>Literacy</b></p>	<p><b>Daily opportunities for children to:</b> Phase 1 phonics activities Story telling</p> <p><b>Focus Teach:</b> Phonics, Shared reading</p> <p><b>EYFS Outcomes:</b> R: Recognises familiar words and signs such as own name and advertising logos.</p> <p>W: Sometimes gives meaning to marks as they draw and paint</p>	<p><b>Daily opportunities for children to:</b> Apply phonic knowledge phase 2 to reading and writing in a range of contexts Read and write common words Read books independently Write for a purpose</p> <p><b>Focus Teach:</b> Phonics, Shared reading, Guided reading, Shared writing, Guided writing</p> <p><u>Magical Muddle:</u> Join in repeated refrains. Think of an alternative ending. <u>Rama and Sita:</u> Recall parts of the story <u>This is the Bear:</u> Read common words. Read and write cvc words / initial sounds in words. <u>Cinderella:</u> Sequence pictures from the story. Identify main characters.</p> <p><b>EYFS Outcomes:</b> R: Beginning to be aware of the way stories are structured.</p> <p>R: Suggests how the story might end.</p>	<p><b>Daily opportunities for children to:</b> Apply phonic knowledge Phase 3 to reading and writing activities Read and write common words Read books independently Write for a purpose Write captions</p> <p><b>Focus Teach:</b> Phonics, Shared reading, Guided reading, Shared writing, Guided writing</p> <p><b>EYFS Outcomes:</b> R: Begins to read words and simple sentences. R: Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>W: Can segment the sounds in simple words and blend them together</p> <p>W: Begins to break the flow of speech into words</p> <p>W: Uses some clearly identifiable letters to communicate</p>	<p><b>Daily opportunities for children to:</b> Apply Phonic knowledge Phase 3 to reading and writing in a range of context Read and write common words Read books independently Write for a purpose</p> <p><b>Focus Teach:</b> Phonics, Shared reading, Guided reading, Shared writing, Guided writing</p> <p><b>EYFS Outcomes:</b> R: Knows that information can be retrieved from books and computers. R: Enjoys an increasing range of books.</p> <p>W: Attempts to write short sentences in meaningful contexts.</p>	<p><b>Daily opportunities for children to:</b> Apply Phonic knowledge Phase 3 to reading and writing in a range of context Read and write common words Read books independently Write for a purpose</p> <p><b>Focus Teach:</b> Phonics, Shared reading, Guided reading, Shared writing, Guided writing</p> <p><b>EYFS Outcomes:</b> R: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>W: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common</p>	<p><b>Daily opportunities for children to:</b> Apply Phonic knowledge Phase 3 and Phase 4 to reading and writing in a range of context Read and write common words Read books independently Write for a purpose</p> <p><b>Focus Teach:</b> Phonics, Shared reading, Guided reading, Shared writing, Guided writing</p> <p><b>EYFS Outcomes:</b> R: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>W: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some</p>
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		<p>R: Describes main story settings, events and principal characters.</p> <p>R: Hears and says the initial sound in words.</p> <p>R: Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>W: Gives meaning to marks they make as they draw, write and paint.</p> <p>W: Hears and says the initial sound in words.</p> <p>W: Writes own name and other things such as labels, captions</p>	<p>meaning, representing some sounds correctly and in sequence.</p>		<p>words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
<b>Quality Texts</b>	<p>All about me My Family Memory Bottles</p>	<p>Magical Muddle Rama and Sita This is the Bear Cinderella The Night Before Christmas The Grinch</p>	<p>Superheroes e.g. Frozen Super Hero Dad My Mum is a super Hero Chinese Chopsticks</p>	<p>Plants – Non-fiction E.g. How to grow a sunflower Bean Diary Easter Story</p>	<p>Hungry Caterpillar Grouchy Ladybug Animal Babies Minibeast Walking Through the Jungle Dear Zoo Owl Babies</p>	<p>Aliens in Underpants Planets and Space Whatever Next</p>
<b>Role Play</b>	<p>Home corner</p>	<p>Spooky corner Diwali – cleaning and decorating Cinderella’s house Santa’s grotto</p>	<p>Dressing up clothes Chinese Take-away</p>	<p>Garden Centre</p>	<p>Vets Safari Explorers</p>	<p>Explorers Space rocket</p>
<b>Mathematics</b>	<b>N</b>	<p><b>Daily opportunities for children to:</b> Sing number songs Use numbers in play</p>	<p><b>Daily opportunities for children to:</b> Recite numbers to 10, then 20</p>	<p><b>Daily opportunities for children to:</b> Recite numbers to 20</p>	<p><b>Daily opportunities for children to:</b> Recite numbers to 20</p>	<p><b>Daily opportunities for children to:</b> Recite numbers to 20</p>

		<p><b>Focus teach:</b> Singing number songs, counting in order.</p> <p><b>EYFS Outcomes:</b> N: Uses some number names accurately in play.</p> <p>N: Recites numbers in order to 10.</p>	<p>use Ten frames and counters Count 1 to 1 reliably saying one number name for each item. (1-5, then to 10)</p> <p><b>Focus teach:</b> Counting and number recognition</p> <p><b>EYFS Outcomes:</b> N: Knows that numbers identify how many objects are in a set</p> <p>N: Counts up to three or four objects by saying one number name for each item.</p> <p>N: Recognises numerals 1 to 5.</p> <p>N: Counts objects to 10, and beginning to count beyond 10.</p> <p>N: Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p>	<p>Count forwards and backwards from random numbers More and less Use numbers in their play Access books about numbers and counting</p> <p><b>Focus Teach:</b> Number and Place Value, Addition</p> <p><b>EYFS Outcomes:</b> N: Counts an irregular arrangement of up to ten objects.</p> <p>N: Says the number that is one more than a given number.</p> <p>N: Finds the total number of items in two groups by counting all of them</p> <p>N: In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p>	<p>Count forwards and backwards from random numbers More and less Use numbers in their play Access books about numbers and counting</p> <p><b>Focus Teach:</b> Number and place value, Addition and subtraction</p> <p><b>EYFS Outcomes:</b> N: Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>N: In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p>	<p>Count in 2's, 5's and 10's Count forwards and backwards from random numbers Use numbers in their play Access books about numbers and counting</p> <p><b>Focus Teach:</b> Number and place value, Addition and subtraction, Multiplication and Division</p> <p><b>EYFS Outcomes:</b> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>Count in 2's, 5's and 10's Count forwards and backwards from random numbers Use numbers in their play Access books about numbers and counting</p> <p><b>Focus Teach:</b> Number and place value, Addition and subtraction, Multiplication and Division</p> <p><b>EYFS Outcomes:</b> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>
<b>SSM</b>	<p><b>Daily opportunities for children to:</b> Build and construct with a range of resources Sing Days of the week song</p>	<p><b>Daily opportunities for children to:</b> Use shapes as part of their play e.g. printing, cutting and sticking</p>	<p><b>Daily opportunities for children to:</b> Use shapes as part of their play e.g. printing, cutting and sticking</p>	<p><b>Daily opportunities for children to:</b> Use shapes as part of their play e.g. printing, cutting and sticking</p>	<p><b>Daily opportunities for children to:</b> Use shapes as part of their play e.g. printing, cutting and sticking</p>	<p><b>Daily opportunities for children to:</b> Use shapes as part of their play e.g. printing, cutting and sticking</p>	

		<p><b>Focus Teach:</b> Shapes and patterns in the environment</p> <p><b>EYFS Outcomes:</b> SSM: Shows awareness of similarities of shapes in the environment.</p> <p>SSM: Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p>	<p>Access to 2D and 3D shapes to make models and pictures. Sing Days of the week song Visual timetable</p> <p><b>Focus Teach:</b> Positional language, Measurements length and height</p> <p><b>EYFS Outcomes:</b> SSM: Uses everyday language related to time</p> <p>SSM: Can describe their relative position such as 'behind' or 'next to'.</p> <p>SSM: Orders two or three items by length or height.</p>	<p>Access to 2D and 3D shapes to make models and pictures. Access books about Shape, Space and measure Use measures in everyday context as part of their play Visual timetable</p> <p><b>Focus Teach:</b> Measurement Weight, Time, Patterns, Geometry 2D</p> <p><b>EYFS Outcomes:</b> SSM: Orders two items by weight or capacity.</p> <p>SSM: Measures short periods of time in simple ways.</p> <p>SSM: Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>SSM: Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p>	<p>Access to 2D and 3D shapes to make models and pictures. Access books about Shape, Space and measure Use measures in everyday context as part of their play Visual timetable</p> <p><b>Focus Teach:</b> Measurement Capacity, Money, Geometry 3D</p> <p><b>EYFS Outcomes:</b> SSM: Orders two items by weight or capacity.</p> <p>SSM: Beginning to use everyday language related to money.</p> <p>SSM: Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p>	<p>Access to 2D and 3D shapes to make models and pictures. Access books about Shape, Space and measure Use measures in everyday context as part of their play Visual timetable</p> <p><b>Focus Teach:</b> Measurements, Geometry, Patterns</p> <p><b>EYFS Outcomes:</b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Access to 2D and 3D shapes to make models and pictures. Access books about Shape, Space and measure Use measures in everyday context as part of their play Visual timetable</p> <p><b>Focus Teach:</b> Measurement, Geometry, Patterns</p> <p><b>EYFS Outcomes:</b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
<p><b>UW</b> (Science, Geography, History, Computing)</p>	<p><b>P&amp;C</b></p>	<p><b>Daily opportunities for children to:</b> Talk about activities they have done before starting school.</p>	<p><b>Daily opportunities for children to:</b> Access to books that reflect different</p>	<p><b>Daily opportunities for children to:</b> Talk partners Role-play</p>	<p><b>Daily opportunities for children to:</b> Gardening – planting Role-play</p>	<p><b>Daily opportunities for children to:</b> Role-play Small world</p>	<p><b>Daily opportunities for children to:</b> Role-play Small world</p>

		<p>Role-play</p> <p><b>Focus Teach:</b> About Me and my family Draw themselves Describe who is in their family.</p> <p><b>EYFS Outcomes:</b> Shows interest in the lives of people who are familiar to them.</p>	<p>communities and celebrations. Role-play</p> <p><b>Focus Teach:</b> What we celebrate and different celebrations Festivals and celebrations – Diwali, Halloween, Bonfire Night, Christmas</p> <p><b>EYFS Outcomes:</b> Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Enjoys joining in with family customs and routines.</p>	<p>Answer register in different languages.</p> <p><b>Focus Teach:</b> Festivals: Chinese New Year Pancake Day Healthy Eating Talk about Christmas, Chinese New Year – compare what people eat and how they celebrate. Discuss similarities and differences. Collaborative Chinese activities with Little Acorns.</p> <p><b>EYFS Outcomes:</b> 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. Enjoys joining in with family customs and routines. They know that other children don't always enjoy the same things, and are sensitive to this.</p>	<p>Answer register in different languages.</p> <p><b>Focus Teach:</b> Festivals: Easter, Celebrations: Mother's Day Growing plants Talk about activities they like and dislike.</p> <p><b>EYFS Outcomes:</b> They know that other children don't always enjoy the same things, and are sensitive to this.</p>	<p><b>Focus Teach:</b> Animals and their babies Talk about pets they have or would like. Talk about activities they like and dislike.</p> <p><b>EYFS Outcomes:</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Access books that reflect different communities and celebrations.</p> <p><b>Focus Teach:</b> Celebrations: Father's Day Planets Space station Transition activities</p> <p><b>EYFS Outcomes:</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
	<b>W</b>	<p><b>Daily opportunities for children to:</b> Outdoor play in EYFS area. Role-play and small world.</p>	<p><b>Daily opportunities for children to:</b> Daily weather chart. Talk partners to share observations, thoughts and opinions.</p>	<p><b>Daily opportunities for children to:</b> Daily weather chart. Talk partners to share observations, thoughts and opinions.</p>	<p><b>Daily opportunities for children to:</b> Daily weather chart. Talk partners to share observations,</p>	<p><b>Daily opportunities for children to:</b> Daily weather chart. Talk partners to share observations,</p>	<p><b>Daily opportunities for children to:</b> Daily weather chart. Talk partners to share observations,</p>

		<p>Engage in new activities in their new environment.</p> <p><b>Focus Teach:</b> Walk around school grounds Talk about their own immediate environment and how environments are different, such as places they went on holiday.</p> <p><b>EYFS Outcomes:</b> Shows care and concern for living things and the environment.</p>	<p>Outdoor play in EYFS area. Role-play and small world.</p> <p><b>Focus Teach:</b> Look for signs of Autumn. Talk about observations and explain why some things happen. Plant spring bulbs Cooking – exploring with the different ingredients and discussing change, similarities and differences.</p> <p><b>EYFS Outcomes:</b> Can talk about some of the things they have observed such as plants, animals, natural and found objects. Looks closely at similarities, differences, patterns and change.</p>	<p>Outdoor play in EYFS area. Role-play and small world.</p> <p><b>Focus Teach:</b> Pancake Day Compare clothes for weather – explore waterproof materials. What would be good to wear in the rain or snow. Experiment with water – freezing and melting. Cooking – exploring with the different ingredients and discussing change, similarities and differences.</p> <p><b>EYFS Outcomes:</b> Talks about why things happen and how things work. Looks closely at similarities, differences, patterns and change.</p>	<p>thoughts and opinions. Outdoor play in EYFS area. Role-play and small world.</p> <p><b>Focus Teach:</b> Prepare garden and plant vegetables, seeds such as sunflowers, beans and lettuce. Children know that the environment and living things are influenced by people (gardens). Know what plants need to grow. Talk about life cycle of plants. Look for signs of Spring. Celebrate Easter</p> <p><b>EYFS Outcomes:</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants</p>	<p>thoughts and opinions. Outdoor play in EYFS area. Role-play and small world.</p> <p><b>Focus Teach:</b> Discuss similarities and differences between farm, sea, jungle animals and pets. Talk about life cycles of animals. Talk about different animals and their habitats.</p> <p><b>EYFS Outcomes:</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>thoughts and opinions. Outdoor play in EYFS area. Role-play and small world.</p> <p><b>Focus Teach:</b> Talk about different environments – Earth, Moon, Space End of year celebrations Explore light and dark.</p> <p><b>EYFS Outcomes:</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
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		<p>experiment with sounds</p> <p><b>Focus teach:</b> Learn harvest songs and join in assembly</p> <p><b>EYFS Outcome:</b> Sings a few familiar songs.</p>	<p>experiment with sounds</p> <p><b>Focus teach:</b> Listen to Indian and cultural music and dance with sticks and scarves. Learn Christmas songs for performance</p> <p><b>EYFS Outcomes:</b> Begins to build a repertoire of songs and dances.</p>	<p>experiment with sounds</p> <p><b>Focus Teach:</b> Listen to Chinese cultural music and do a dragon dance. Explore the sounds of musical instruments and discuss sounds for actions of different superheroes.</p> <p><b>EYFS Outcomes:</b> Explores the different sounds of instruments.</p>	<p>experiment with sounds</p> <p><b>Focus Teach:</b> Learn Easter songs.</p> <p><b>EYFS Outcomes:</b> Children sing songs, make music and dance, and experiment with ways of changing them</p>	<p>experiment with sounds</p> <p><b>Focus Teach:</b> Learn songs for class assembly. Explore the different sounds of instruments and discuss which animals they could represent.</p> <p><b>EYFS Outcomes:</b> Children sing songs, make music and dance, and experiment with ways of changing them</p>	<p>experiment with sounds</p> <p><b>Focus Teach:</b> Listen to space and alien music.</p> <p><b>EYFS Outcomes:</b> Children sing songs, make music and dance, and experiment with ways of changing them</p>
<b>Art</b>	<p><b>Daily opportunities for children to:</b> Access a range of media. Practise using tools and techniques. Use construction kits and blocks to make models.</p> <p><b>Focus teach:</b> Paint and decorate bottle shapes with a range of mediums. Explore writing tools, pencils, crayons, chalks, paints.</p> <p><b>EYFS Outcomes:</b> Explores colour and how colours can be changed.</p>	<p><b>Daily opportunities for children to:</b> Create drawing using a range of media. Access to a selection of card, paper and other collage materials. Practise using tools and techniques. Use construction kits and blocks to make models.</p> <p><b>Focus teach:</b> Make a clay diva lamp and paint and decorate. Make Rangoli patterns with chalk, coloured rice, paints. Different ways to combine media to</p>	<p><b>Daily opportunities for children to:</b> Create drawing using a range of media. Access to a selection of card, paper and other collage materials. Practise using tools and techniques. Use construction kits and blocks to make models.</p> <p><b>Focus teach:</b> Winter pictures using a range of mediums. Explore colour mixing – pale and dark Experiment with mixing ingredients to create different textures.</p>	<p><b>Daily opportunities for children to:</b> Create drawing using a range of media. Access to a selection of card, paper and other collage materials. Practise using tools and techniques. Use construction kits and blocks to make models.</p> <p><b>Focus teach:</b> Observational drawings of plants and signs of spring.</p> <p><b>EYFS Outcomes:</b> They safely use and explore a variety of materials, tools and</p>	<p><b>Daily opportunities for children to:</b> Create drawing using a range of media. Access to a selection of card, paper and other collage materials. Practise using tools and techniques. Use construction kits and blocks to make models.</p> <p><b>Focus teach:</b> Create patterns and textures of different animals.</p> <p><b>EYFS Outcomes:</b> They safely use and explore a variety of materials, tools and</p>	<p><b>Daily opportunities for children to:</b> Create drawing using a range of media. Access to a selection of card, paper and other collage materials. Practise using tools and techniques. Use construction kits and blocks to make models.</p> <p><b>Focus teach:</b> Create space background papers using different techniques.</p> <p><b>EYFS Outcomes:</b> They safely use and explore a variety of</p>	



		<p>and role-play with peers in a range of contexts.</p> <p><b>Focus Teach:</b> Drama linked to home, families and people who help us.</p> <p><b>EYFS Outcomes:</b> Enjoys joining in with dancing and ring games. Engages in imaginative role-play based on own first-hand experiences.</p>	<p>and role-play with peers in a range of contexts.</p> <p><b>Focus Teach:</b> Drama linked to festivals and celebrations. Christmas concert performance – action songs and dance.</p> <p><b>EYFS Outcomes:</b> Creates movement in response to music. Uses available resources to create props to support role-play.</p>	<p>and role-play with peers in a range of contexts.</p> <p><b>Focus Teach:</b> Drama linked to superheroes. Dance linked to Chinese New Year – dragon dance.</p> <p><b>EYFS Outcomes:</b> Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>and role-play with peers in a range of contexts.</p> <p><b>Focus Teach:</b> Role-play garden centre.</p> <p><b>EYFS Outcomes:</b> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>and role-play with peers in a range of contexts.</p> <p><b>Focus Teach:</b> Dance and move like different animals. Role-play vets.</p> <p><b>EYFS Outcomes:</b> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>and role-play with peers in a range of contexts.</p> <p><b>Focus Teach:</b> Drama linked to space and alien stories.</p> <p><b>EYFS Outcomes:</b> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
<b>BI</b>	<p><b>Daily opportunities for children to:</b> Engage in small world and role-play with peers in a range of contexts.</p> <p><b>Focus Teach:</b> Drama linked to home, families and people who help us.</p> <p><b>EYFS Outcomes:</b> Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p><b>Daily opportunities for children to:</b> Engage in small world and role-play with peers in a range of contexts.</p> <p><b>Focus Teach:</b> Create a role-play and take the role of adults. Drama linked to festivals and celebrations. Christmas concert performance – action songs and dance.</p> <p><b>EYFS Outcomes:</b> Captures experiences</p>	<p><b>Daily opportunities for children to:</b> Engage in small world and role-play with peers in a range of contexts.</p> <p><b>Focus Teach:</b> Drama linked to superheroes. Dance linked to Chinese New Year – dragon dance.</p> <p><b>EYFS Outcomes:</b> Introduces a storyline or narrative into their play.</p>	<p><b>Daily opportunities for children to:</b> Engage in small world and role-play with peers in a range of contexts.</p> <p><b>Focus Teach:</b> Role-play garden centre.</p> <p><b>EYFS Outcomes:</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p><b>Daily opportunities for children to:</b> Engage in small world and role-play with peers in a range of contexts.</p> <p><b>Focus Teach:</b> Dance and move like different animals. Role-play vets</p> <p><b>EYFS Outcomes:</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p><b>Daily opportunities for children to:</b> Engage in small world and role-play with peers in a range of contexts.</p> <p><b>Focus Teach:</b> Drama linked to space and alien stories</p> <p><b>EYFS Outcomes:</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their</p>	

			and responds with a range of media, such as music, dance and paint and other materials or words. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.	Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
<b>PD</b> (PE)	<b>MH</b>	<p><b>Daily opportunities for children to:</b> Access to outdoor area Ride bikes and scooters Use swing and see-saw Access to one handed tools and equipment Access to construction materials</p> <p><b>Focus Teach:</b> PE lessons (Separate PE plans) Games – Best of Balls Use scissors and follow a line. Hold a pencil.</p> <p><b>EYFS Outcomes:</b> Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors Holds pencil between thumb and two fingers, no longer using whole-hand grasp</p>	<p><b>Daily opportunities for children to:</b> Access to outdoor area Access fine motor activities Access malleable materials Access creative activities Demonstrate how to use tools and equipment safely Write their name on individual boards</p> <p><b>Focus teach:</b> Write their name Handwriting Write letters in phonics PE lessons (Separate PE plans) Dance - Dinosaurs</p> <p><b>EYFS Outcomes:</b> Holds pencil near point between first two fingers and thumb and uses it with good control.</p>	<p><b>Daily opportunities for children to:</b> Access to outdoor area Access fine motor activities Access malleable materials Access creative activities Demonstrate how to use tools and equipment safely Write their name and common words on individual boards</p> <p><b>Focus Teach:</b> Gymnastics – Jumping Jacks (Separate PE plans) Handwriting Write letters and words in phonics</p> <p><b>EYFS Outcomes:</b> Experiments with different ways of moving. Jumps off an object and lands appropriately.</p>	<p><b>Daily opportunities for children to:</b> Access to outdoor area Access fine motor activities Access malleable materials Access creative activities Demonstrate how to use tools and equipment safely Write their name and common words on individual boards</p> <p><b>Focus Teach:</b> Tennis Zumba Handwriting Write letters and words in phonics</p> <p><b>EYFS Outcomes:</b> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or</p>	<p><b>Daily opportunities for children to:</b> Access to outdoor area Access fine motor activities Access malleable materials Access creative activities Demonstrate how to use tools and equipment safely Write their full name and common words on individual boards</p> <p><b>Focus Teach:</b> Multi-Skills Forest School activities Handwriting Write letters and words in phonics</p> <p><b>EYFS Outcomes:</b> Children show good control and co-ordination in large and small movements. They move confidently</p>	<p><b>Daily opportunities for children to:</b> Access to outdoor area Access fine motor activities Access malleable materials Access creative activities Demonstrate how to use tools and equipment safely Write their full name and common words on individual boards</p> <p><b>Focus Teach:</b> Games Forest School activities Handwriting Write letters and words in phonics</p> <p><b>EYFS Outcomes:</b> Children show good control and co-ordination in large and small movements. They</p>

		<p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Can copy some letters, e.g. letters from their name.          Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.          Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.          Begins to form recognisable letters.          Begins to use anticlockwise movement and retrace vertical lines.</p>	<p>changing direction to avoid obstacles.          Handles tools, objects, construction and malleable materials safely and with increasing control.          Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>move confidently in a range of ways, safely negotiating space.          They handle equipment and tools effectively, including pencils for writing.</p>
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	<b>HSC</b>	<p><b>Daily opportunities for children to:</b> Access to toilets and sinks Put on clothes Access to equipment and tools indoors and outdoors</p> <p><b>Focus teach:</b> To put on their coat / apron / jumper Wash and dry hands using soap and water. Use scissors safely. Use a knife and fork to eat their dinner.</p> <p><b>EYFS Outcomes:</b> Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. Can usually manage washing and drying hands. Understands that equipment and tools have to be used safely</p>	<p><b>Daily opportunities for children to:</b> Access to toilets and sinks Access to healthy food and drink Independently put clothing on and off Keep the classroom tidy and safely put things away</p> <p><b>Focus teach:</b> To understand the effects of activity on their bodies.</p> <p><b>EYFS Outcomes:</b> Observes the effects of activity on their bodies. Eats a healthy range of foodstuffs and understands need for variety in food. Shows understanding of how to transport and store equipment safely.</p>	<p><b>Daily opportunities for children to:</b> Access to toilets and sinks Access to healthy food and drink Independently put clothing on and off Keep the classroom tidy and safely put things away</p> <p><b>Focus Teach:</b> Healthy Eating and healthy choices and lifestyles</p> <p><b>EYFS Outcomes:</b> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p><b>Daily opportunities for children to:</b> Access to toilets and sinks Access to healthy food and drink Independently put clothing on and off Keep the classroom tidy and safely put things away</p> <p><b>Focus Teach:</b> Keeping safe when gardening and importance of managing own hygiene</p> <p><b>EYFS Outcomes:</b> Practices some appropriate safety measures without direct supervision. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p>	<p><b>Daily opportunities for children to:</b> Access to toilets and sinks Access to healthy food and drink Independently put clothing on and off Keep the classroom tidy and safely put things away</p> <p><b>Focus Teach:</b> Link Forest School, physical activity and hygiene</p> <p><b>EYFS Outcomes:</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p><b>Daily opportunities for children to:</b> Access to toilets and sinks Access to healthy food and drink Independently put clothing on and off Keep the classroom tidy and safely put things away</p> <p><b>Focus Teach:</b> Link Forest School, physical activity and hygiene</p> <p><b>EYFS Outcomes:</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
<b>RE</b>		<p>Which stories are special and why?</p> <p><b>Christianity and other faiths</b></p>	<p>Which people are special and why?</p> <p><b>Christianity and Sikhism</b></p>	<p>Which places are special and why?</p> <p><b>Christianity and Islam</b></p>	<p>Which times are special and why?</p> <p><b>Christianity, Hinduism, Sikhism</b></p>	<p>Where do we belong?</p> <p><b>Christianity, Hinduism, Islam</b></p>	<p>What is special about our world?</p> <p><b>Christianity, Judaism, Islam</b></p>

<p><b>PSED</b> (PSHCE)</p>	<p><b>Daily opportunities for children to:</b> Explore new environment and equipment Try new things Learn new routines Develop new friendships Work independently</p> <p><b>Focus teach:</b> Beginning and Belonging Circle games – take turns, learning each other’s names</p> <p><b>EYFS Outcomes:</b> MR: Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. SC: Can select and use activities and resources with help. SC: Is more outgoing towards unfamiliar people and more confident in new social situations. MFB: Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p><b>Daily opportunities for children to:</b> To show good sitting, looking and listening during a range of situations e.g. assembly, carpet time Positively interact with peers and adults.</p> <p><b>Focus teach:</b> Family and Friends including anti-bullying How and who to ask for help Teach golden rules and expectations in different areas of the setting.</p> <p><b>EYFS Outcomes:</b> MR: Keeps play going by responding to what others are saying or doing. SC: Shows confidence in asking adults for help. MFB: Aware of own feelings, and knows that some actions and words can hurt others’ feelings. MFB: Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. MFB: Aware of the boundaries set, and of behavioural</p>	<p><b>Daily opportunities for children to:</b> Discuss in talk partners Speak in small groups and to the whole class Make choices, collaborate and co-operate in their learning.</p> <p><b>Focus Teach:</b> Identities and Diversity, Me and My World</p> <p><b>EYFS Outcomes:</b> MR: Initiates conversations, attends to and takes account of what others say. MR: Takes steps to resolve conflicts with other children, e.g. finding a compromise SCSA: Can describe self in positive terms and talk about abilities. MFB: Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them</p>	<p><b>Daily opportunities for children to:</b> Discuss in talk partners Speak in small groups and to the whole class Make choices, collaborate and co-operate in their learning.</p> <p><b>Focus Teach:</b> Keeping Safe including Drug Education</p> <p><b>EYFS Outcomes:</b> MR: Initiates conversations, attends to and takes account of what others say. MR: Explains own knowledge and understanding, and asks appropriate questions of others. SCSA: Confident to speak to others about own needs, wants, interests and opinions. MFB: Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p><b>Daily opportunities for children to:</b> Discuss in talk partners Speak in small groups and to the whole class Make choices, collaborate and co-operate in their learning.</p> <p><b>Focus Teach:</b> Healthy Lifestyles</p> <p><b>EYFS Outcomes:</b> MR: Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. SCSA: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say</p>	<p><b>Daily opportunities for children to:</b> Discuss in talk partners Speak in small groups and to the whole class Make choices, collaborate and co-operate in their learning.</p> <p><b>Focus Teach:</b> My Body and Growing Up</p> <p><b>EYFS Outcomes:</b> MR: Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. SCSA: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say</p>
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		expectations in the setting.			when they do or don't need help. MFB: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	when they do or don't need help. MFB: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
<b>Forest Schools</b>					Forest School activities	Forest School activities
<b>Healthy Lifestyles</b>		Anti-bullying	Internet Safety	NSPCC	Mental Health	Keeping Healthy
<b>Learning in the Community</b>		Church visit - Christingle				Collaborative event at All Saints Ugly Bug Ball and Picnic