



	Autumn	Spring	Summer
Enrichment	<p>HOW DID WE GET HERE?</p> <p>SMSC Focus: REMEMBRANCE</p> <p><u>Educational Visits</u> DLR to City Airport</p> <p><u>Stay and Play</u> Nursery Rhymes Science week</p> <p><u>Author – John Burningham</u> <u>Autumn 1 – Families</u> The picnic Grandpa There's going to be a baby Would you rather</p> <p><u>Autumn 2 - Journeys</u> Mr Grumpy's motorcar Mr Grumpy's Outing Oy get off our train!</p> <p><u>Additional Texts</u> The Train Ride Walking through the Jungle The Gruffalo Handa's Surprise The Wheels on the Bus</p> <p><u>Home Corner</u> Home</p> <p><u>Focus Weeks</u></p> <ul style="list-style-type: none"> Heritage Week & Choral Speaking Week (WB 26th September 2016) Science Week (WB 17 October 2016) Work Week (WB 14 November 2016) Rights and Respect Week – Safety/ friendship, anti- bullying (WB 21 November 2016) <p><u>Focus Dates:</u> Roald Dahl 100 year Birthday – 13th September 2016 National Poetry Day – 6th October 2016 Christmas Lunch – 14th December 2016</p> <p><u>Assessments</u> Baseline Assessments: WB 12th September 2016 Autumn Assessments: 28th November 2016</p>	<p>ANIMALS BIG AND SMALL</p> <p>SMSC Focus: IDENTITY</p> <p><u>Educational Visits</u> Living Eggs (visitor) Animal Magic (Visitor)</p> <p><u>Stay and Play</u> Reading a story Planting vegetables</p> <p><u>Author – Eric Carle</u> <u>Spring 1 – mini beasts</u> The very hungry caterpillar The grouch ladybird The very busy spider The very quiet cricket The hungry caterpillar's buggy book The tiny seed Friends</p> <p><u>Author: Rod Campbell</u> <u>Spring 2 – Animals</u> Dear Zoo Oh dear Noisy Farm Buster's Zoo Animal book ABC Zoo Farm 1,2,3</p> <p><u>Home Corner</u> Pet shop</p> <p><u>Focus Weeks:</u></p> <ul style="list-style-type: none"> Balanced Argument Week (WB 16th January 2017) Debate Week (WB 27th February 2017) Maths Week (WB 6th March 2017) Art and D&T Week (WB 27th March 2017) <p><u>Focus Dates:</u> World Book Day – 3rd March 2017 Red Nose Day – 17th March 2017</p> <p><u>Assessments</u> Spring Assessments: WB 13th March 2017</p>	<p>ONCE UPON A TIME...</p> <p>SMSC Focus: GLOBAL CITIZENSHIP</p> <p><u>Educational Visits</u> Visit to the Park Place of Worship (River Church)</p> <p><u>Stay and Play</u> Fred games Playdough</p> <p><u>Traditional tales</u> Nursery Rhymes Little Red Riding Hood The Three Little Pigs Goldilocks and the Three Bears Jack and the Beanstalk The Three Billy Goats Gruff The Gingerbread Man</p> <p><u>Home Corner</u> 3 bears kitchen</p> <p><u>Focus Weeks:</u></p> <ul style="list-style-type: none"> Year 6 SATs Week (WB 8th May 2017) KS1 SATs (WB 22nd May 2017) Refugee Week (19th June 2017) Sports/Health Week (3rd July 2017) <p><u>Focus Dates:</u> Sports Day – July 2017 Music Sharing – July 2017 Carnival – July 2017</p> <p><u>Assessments</u> Summer Assessments: WB 12th June 2017</p>

Expressive Arts and Design	Exploring Media and Materials <ul style="list-style-type: none"> • Enjoy joining in with dancing and ring games • Sing a few familiar songs • Begin to move rhythmically • Imitate movement in response to music Being Imaginative <ul style="list-style-type: none"> • Use movement to express feelings • Create movement in response to music • Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there • Engage in imaginative role play based on own first hand experiences 	Exploring Media and Materials <ul style="list-style-type: none"> • Tap out simple repeated rhythms • Explore and learn how sound can be changed • Explore colour and how colours can be changed • Understand they can use lines to enclose a space and begin to use these shapes to represent objects • Realise tools can be used for a purpose Being Imaginative <ul style="list-style-type: none"> • Sing to self and make up simple songs • Make up rhythms • Develop preferences for forms of expression 	Exploring Media and Materials <ul style="list-style-type: none"> • Begin to be interested in and describe the texture of things • Use various construction materials • Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces • Join construction pieces together to build and balance Being Imaginative <ul style="list-style-type: none"> • Build stories around toys • Use available resources to create props to support role play • Capture experiences and responses with a range of media, such as music, dance, and paint and other materials or words
Understanding the World	People and their Communities <ul style="list-style-type: none"> • Show interest in the lives of people who are familiar to them • Show interest in different occupations and ways of life The World <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world Technology We Have Confidence (Unit 1) <ul style="list-style-type: none"> • Know how to operate simple equipment e.g. turn on CD player and use remote control 	People and their Communities <ul style="list-style-type: none"> • Remember and talk about significant events in their own experience • Recognise and describe special times or event for family or friends The World <ul style="list-style-type: none"> • Talk about some of the things they have observed such as plants, animals, and found objects • Talk about why things happen and how things work Technology We Can Drive (Unit 5) <ul style="list-style-type: none"> • Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones 	People and their Communities <ul style="list-style-type: none"> • Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family The World <ul style="list-style-type: none"> • Develop an understanding of growth, decay and changes over time • Show care and concern for living things and the environment Technology We Are Successful (Unit 3) <ul style="list-style-type: none"> • Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images • Know that information can be retrieved from computers
Literacy	Reading <ul style="list-style-type: none"> • Enjoy rhyming and rhythmic activities • Look at books independently • Handle books carefully • Hold books the correct way up and turn pages • Recognise rhythm in spoken words • Listen to and join in with stories and poems, one to one and also in small groups Writing <ul style="list-style-type: none"> • Sometimes give meaning to marks as they draw and paint 	Reading <ul style="list-style-type: none"> • Begin to be aware of the way stories are structured • Suggest how the story might end • Listen to stories with increasing attention and recall • Describe main story settings, events and principal characters • Show interest in illustrations and print in books and print in the environment • Join in with repeated refrains and anticipate key events and phrases in rhymes and stories Writing <ul style="list-style-type: none"> • Sometimes give meaning to marks as they draw and paint 	Reading <ul style="list-style-type: none"> • Recognise familiar words and signs such as own name and advertising logos • Know information can be relayed in the form of print • Show awareness of rhyme and alliteration • Know that print carries meaning and, in English, is read from left to right and top to bottom Writing <ul style="list-style-type: none"> • Ascribe meanings to marks that they see in different places

<p>MATHS UPDATE FROM MATHS COURSE NOTES</p>	<p>Number</p> <ul style="list-style-type: none"> • Use some number names and number language spontaneously • Use some number names accurately in play • Recite numbers in order to ten • Realise not only objects, but anything can be counted, including steps, claps or jumps • Introduce arrays/number patterns <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> • Show an interest in shape in space by playing with shapes or making arrangements with objects • Explore patterns 	<p>Number</p> <ul style="list-style-type: none"> • Begin to represent numbers using fingers, marks on paper or pictures • Sometimes match numeral and quantity correctly • Show curiosity about numbers by offering comments or asking questions • Compare two groups of objects saying when they have the same number • Know the oneness of one, twoness of two...ten • Introduce Numicon number shapes • Know that numbers identify how many objects are in a set <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> • Show awareness of similarities of shapes in the environment • Use positional language • Numicon patterns and space 	<p>Number</p> <ul style="list-style-type: none"> • Show an interest in number problems • Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same • Show an interest in numerals in the environment • Show an interest in representing numbers <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> • Show interest in shape by sustained construction activity or by talking about shapes or arrangement • Explore measuring using standard and non-standard objects to measure with
<p>PSED</p>	<p>Living in the wider world</p> <ul style="list-style-type: none"> • Rights and responsibility Week • Work week • Heritage week <p>Making Relationships</p> <ul style="list-style-type: none"> • Play in a group, extending and elaborating play ideas e.g. building up a role play activity with other children <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> • Select and use activities and resources with help • Welcome and value praise for what they have done <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> • Aware of own feelings, and know that some actions and words can hurt others' feelings 	<p>Making Relationships</p> <ul style="list-style-type: none"> • Initiate play, offering cues to peers to join them • Keep play going by responding to what others are saying or doing <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> • Use available resources to create props to support role play • Enjoy responsibility of carrying out small tasks • Is more outgoing towards unfamiliar people in new social situations <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> • Use available resources to create props to support role play • Begin to accept the needs of others and take turns and share resources, sometimes with support from others • Can usually tolerate delay when needs are not immediately met, and understand wishes may not always be met 	<p>Making Relationships</p> <ul style="list-style-type: none"> • Demonstrate friendly behaviour, initiating conversations and forming good relationship with peers and familiar adults <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> • Confident to talk to other children when playing, and will communicate freely about own home and community • Show confidence in asking adults for help <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> • Can usually adapt behaviour to different events, social situations and changes in routine
<p>Communication and language</p>	<p>Listening and Attention</p> <ul style="list-style-type: none"> • Listen to others one to one or in small groups, when conversation interests them • Listen to stories with increasing attention and recall <p>Understanding</p> <ul style="list-style-type: none"> • Understand use of objects <p>Speaking</p> <ul style="list-style-type: none"> • Retell a simple past event in correct order • Use vocabulary focus on objects and people that are of particular importance to them 	<p>Listening and Attention</p> <ul style="list-style-type: none"> • Join in with repeated refrains and anticipate key events and phrases in rhymes and stories <p>Understanding</p> <ul style="list-style-type: none"> • Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture • Respond to simple instructions • Is able to follow instructions (if not intently focused on own choice of activity) <p>Speaking</p> <ul style="list-style-type: none"> • Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences • Question why things happen and give explanations e.g. who, what, when, how 	<p>Listening and Attention</p> <ul style="list-style-type: none"> • Focus attention – still listen or do, but can shift own attention <p>Understanding</p> <ul style="list-style-type: none"> • Begin to understand 'why' and 'how' questions <p>Speaking</p> <ul style="list-style-type: none"> • Use intonation, rhythm and phrasing to make the meaning clear to others • Build up vocabulary that reflects the breadth of their experiences • Use talk in pretending that objects stand for something else in play

		<ul style="list-style-type: none"> • Use a range of tenses • Begin to use more complex sentences to link thoughts e.g. using and , because 	
Physical development	<p>Moving and Handling</p> <ul style="list-style-type: none"> • Move freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Draw lines and circles using gross motor movements <p>Health and Self Care</p> <ul style="list-style-type: none"> • Tell adults when hungry or tired or when they want to rest or play • Gain more bowel and bladder control and attend to toileting needs most of the time themselves • Can usually manage washing and drying hands 	<p>Moving and Handling</p> <ul style="list-style-type: none"> • Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles • Stand momentarily on one foot when shown • Catch a large ball • Use one handed tools and equipment • Hold pencil between thumb and two fingers, no longer using whole hand grasp • Mount stairs, steps or climbing equipment using alternate feet <p>Health and Self Care</p> <ul style="list-style-type: none"> • Understand that equipment and tools have to be used safely 	<p>Moving and Handling</p> <ul style="list-style-type: none"> • Walk downstairs, two feet to each step while carrying a small object • Hold pencil near point between first two fingers and thumb and use it with good control • Can copy some letters <p>Health and Self Care</p> <ul style="list-style-type: none"> • Dress with help • Observe the effects of activity on their bodies
RE	<p>Celebrations</p> <ul style="list-style-type: none"> ○ -Sukkot ○ -Diwali ○ -Guru Nanak's Birthday ○ -Christmas <p>Diwali</p> <ul style="list-style-type: none"> • Begin to understand the difference between good and bad • Know how light is used to celebrate <p>Christmas</p> <ul style="list-style-type: none"> • Begin to understand why Christmas is a special time for Christians • Know some ways of celebrating Christmas 	<p>Dogger – Shirley Hughes</p> <ul style="list-style-type: none"> • Explore special objects • Make links between their experiences and a story <p>Mohammed and the Kitten</p> <ul style="list-style-type: none"> • Show concern for living things • Enjoy the responsibility for caring for a living thing 	<p>Eid-UI-Fitr</p> <ul style="list-style-type: none"> • Begin to understand why Eid is important to Muslims • Show some understanding of how festivals are celebrated