







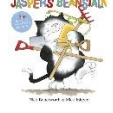





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Holy Trinity's long-term plan displays a progression of knowledge and skills throughout the year. Outcomes for knowledge are taken from the Educational Programmes stated in the Statutory Framework for EYFS. Progression from Reception, into Year 1 and beyond have been considered when planning overviews to ensure curriculum coverage and to ensure that each child thrives on their individual learning journey.						
The Big Question	What makes me unique?	What does celebration mean to me?	What's around me?	What does it mean to grow?	Who is significant to me?	What does temperature mean?
Key Texts Literacy Comprehension/ Transcription Composition	<p>The Little Red Hen <i>Fiction</i></p>  <p>Brown Bear, Brown Bear <i>Poetry</i></p> 	<p>Brown Bear, Brown Bear <i>(cont.)</i></p>  <p>What Do You Do with a Tail Like This? <i>Non-Fiction</i></p> 	<p>We're Going on a Bear Hunt</p>  <p>The Very Hungry Caterpillar <i>Fiction</i></p> 	<p>The Very Hungry Caterpillar <i>(cont.)</i></p>  <p>Leaves <i>Fiction</i></p> 	<p>Jasper's Beanstalk <i>Fiction</i></p>  <p>The tiger who came to tea <i>Poetry</i></p> 	<p>The tiger who came to tea <i>(cont.)</i></p> <p>The Tiger Who Came to Tea</p>  <p>Lost & found <i>Fiction</i></p> 
Educational Programme Literacy Specific Area	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Phonics Literacy Word Reading/Writing	We are following the 'Little Wandle' letters and sounds revised' scheme which is taught from week 2 of children starting in Reception. See separate planning and progression.					
Phonics	<p>Reading in Reception</p> <p>Three Little Wandle taught reading lessons per week: Session One: Decoding text with fluency practise Session Two: Prosody with fluency practise Session Three: Comprehension with fluency practise Books go home for further fluency practice for a whole week every week.</p> <p>Books linked to topic and children's interests are used in every learning area.</p>					

<p>Handwriting Education programme for handwriting</p>	<p>The Little Wandle Handwriting programme provides a structured approach to teaching handwriting right from the start of Reception. It has been developed around research into the teaching of writing and national requirements and guidance, including the National Curriculum in England, the Writing Framework and Ofsted findings. The programme has been carefully designed to support the development of legible and fluent handwriting using an easy-to-follow approach with consistent routines and memorable mantras.</p>							
	<p>Practising Patterns Horizontal lines, Vertical lines, Wavy lines, Circles Up curves, Down curves, Mixed-height curves, Letter C Spirals, Crosses, Turrets, Diagonals Zig-zags, Sideways V, Letter X, Triangles</p> <p>Curly letter family: c, a, d, g, o, q, e, s, f Long letter family: l, i, t, j, u, y Bouncy letter family: m, n, r, b, p, h Zig-zag letter family: v, w, x, z, k</p>	<p>Capital letters Teach capital letters. Review lower-case letters alongside capitals. Use Assessment for Learning to reteach and review.</p> <p>Cc, Aa, Dd Gg, Oo, Qq Ee, Ss, Ff Ll, Ii, Tt Jj, Uu, Yy Mm, Nn, Rr Bb, Pp, Hh Vv, Ww, Xx Zz, Kk</p>	<p>Digraphs, trigraphs and words Assess and review lower-case and capital letters as needed .Practise letter formation in digraphs and trigraphs . Practise letter formation in words. Use Assessment for Learning to reteach and review.</p> <p>ff, ll, ss zz, ck, qu ch, sh, th ng, nk, ai ee, igh, oa oo, ar, or ur, ow, oi ear, air, er</p>					
<p>Poetry/Rhyme/Songs The song offer can be adapted to meet the needs/interests of the children.)</p>	<ul style="list-style-type: none"> Nursery rhymes/songs Autumn Leaves 	<ul style="list-style-type: none"> Production songs Christmas songs 	<ul style="list-style-type: none"> I'm a little snowman Here we go round the mulberry bush 	<ul style="list-style-type: none"> Spring chicken Peter Rabbit had a fly upon his nose. Chick chick chicken It's a monkey puzzle 	<ul style="list-style-type: none"> Down in the jungle A sailor went to sea Rainforest animals song Alice the camel <ul style="list-style-type: none"> Noisy animals in the jungle 	<ul style="list-style-type: none"> Aeroplane, Aeroplane Row, row row your boat. Wheels on the bus. Twinkle twinkle chocolate bar The seed 		
<p>Literacy Writing Transcription/Composition</p>	<p>Finger strengthening activities- playdough etc.</p> <p>Handwriting- basic lines, shapes and patterns</p> <p>Focus on pencil hold and writing posture</p> <p>Draw simple text maps following a model</p> <p>Taking part in speaking activities, using clear speech, being engaged with storytelling, using actions and varying voice.</p> <p>Playing with ideas- suggesting additions and substitutions,</p>	<p>Finger strengthening activities –threading etc.</p> <p>Handwriting- letter shape groups e.g. basic curly caterpillars, basic long ladders, basic robot arms</p> <p>Focus on pencil hold and writing posture</p> <p>Draw simple text maps following a model and use to rehearse text before writing.</p> <p>Taking part in speaking activities, using clear speech, being engaged with storytelling, trying out new vocabulary confidently.</p> <p>Participate in shared writing- make suggestions, identify</p>	<p>Handwriting- letter shape groups e.g. revisit curly caterpillars, revisit long ladders, revisit robot arms</p> <p>Making suggestions during shared writing, help to spell simple words, identify tricky words, identify where a full stop or capital letter is needed</p> <p>Create own text maps, adding words for description etc. Use to rehearse text before writing.</p> <p>Retell text using text maps. Remember and use new vocabulary trying it out in different contexts. Alter voice according to text type and content.</p> <p>Write simple sentences in Guided Writing- apply phonic skills and write tricky words</p> <p>Write labels, notes on text maps and lists (e.g. a shopping list)</p>	<p>Handwriting- letter shape groups e.g. further curly caterpillars, further long ladders, further robot arms</p> <p>Making suggestions during shared writing, orally compose new sentences, add new vocabulary, help to spell simple words, identify tricky words, help to check correct use of full stops and capital letters.</p> <p>Create own text maps, adding words for description, notes etc. Use to rehearse text before writing.</p> <p>Retell text using text maps. Remember and use new vocabulary trying it out in different contexts. Alter voice according to text type and</p>	<p>Handwriting- letter shape groups e.g. further curly caterpillars, further long ladders, further robot arms</p> <p>Contribute during shared writing, suggest new ideas, orally compose new sentences, add new vocabulary, help to spell simple words, identify tricky words, check for mistakes e.g. “we need a full stop there”</p> <p>Create own text maps, adding words for description, notes etc. Use to rehearse text before writing.</p>	<p>Handwriting- letter shape groups e.g. further curly caterpillars, further long ladders, further robot arms</p> <p>Contribute during shared writing, suggest new ideas, orally compose new sentences, add new vocabulary, help to spell simple words, identify tricky words, check for mistakes e.g. “we need a full stop there”</p> <p>Create own text maps, adding words for description, notes etc. Use to rehearse text before writing.</p> <p>Confidently retell texts for a range of audiences, vary</p>		

	<p>understanding and using new vocabulary.</p> <p>Daily Name Writing- Recognise name card, trace or copy name</p>	<p>sounds, tricky words, re read text.</p> <p>Take part in guided writing, orally composing captions and applying emerging phonic skills.</p> <p>Write captions/simple sentences. It is a... It can... etc.</p> <p>Daily Name Writing- Find name card, copy name</p>	<p>Write a short sequence of simple sentences e.g. He had 1 plum. He had 2 lemons.</p> <p>Daily Name Writing- Write name on large class register using name card if required</p>	<p>content. In spoken sentences use 'and', 'so', 'but'</p> <p>Use 'and' in written sentences to connect ideas. Use different sentence starters such as Then, Soon, After.</p> <p>Daily Name Writing- Write name on large class register</p>	<p>Confidently retell texts, vary voice as appropriate, add own ideas and embellishments to texts, use an increasing number of connecting words to link ideas, use adjectives to describe.</p> <p>Use 'and' in written sentences to connect ideas. Use different sentence starters such as Then, Soon, After. Spell tricky words correctly.</p> <p>Recognise and correct mistakes in written work</p> <p>Daily Name Writing- Write name on class register- use tens frames</p>	<p>voice as appropriate, add own ideas and embellishments to texts, use an increasing number of connecting words to link ideas, use adjectives to describe.</p> <p>Write a sequence of linked sentences that form a narrative.</p> <p>Recognise and correct mistakes in written work.</p> <p>Daily Name Writing- Write name on class register- use tens frames</p>
<p>Writing Skills</p>	<ul style="list-style-type: none"> •Makes up stories, play scenarios, and drawings in response to experiences, such as outings, special occasions, •Sometimes gives meaning to their drawings and paintings •Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves •Includes mark making and early writing in their play •Imitates adults' writing by making continuous lines of 	<ul style="list-style-type: none"> • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations. • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Begins to break the flow of speech into words, to hear and say the initial sound in words • Beginning to segment the sounds in words and blend them together • Segments letters in words. 	<ul style="list-style-type: none"> • Creates texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometime with words, in print and digital formats. • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Find out about, show interest in and legitimise children's out-ofschool writing practices and interests. • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together 	<ul style="list-style-type: none"> • Segments sounds in words and blends them together • Writes words based on phonic knowledge during directed tasks and play. • Uses their developing phonic knowledge to write things such as labels and captions • Writes a transcribed caption • Composes sentences orally 	<ul style="list-style-type: none"> • Uses developing phonic knowledge to write labels and captions, later progressing to simple sentences • Composes and writes simple captions independently. • Writes a transcribed sentence • Composes own sentences orally 	<ul style="list-style-type: none"> • Writes recognisable letters, most of which are correctly formed. • Spells words by identifying sounds in them and representing the sounds with a letter or letters; • Composes and writes simple sentence that can be read by others.

	<p>shapes and symbols (early writing) from left to right</p> <ul style="list-style-type: none"> • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 	<ul style="list-style-type: none"> • Begins to write known graphemes. 	<p>Starts to develop phonic knowledge by:</p> <ul style="list-style-type: none"> • linking sounds to letters, • naming and sounding some of the letters of the alphabet, • identifying letters • writing recognisable letters in sequence, such as in their own name • Writing simple words aligning with Phonic Knowledge • Reading, remembering, repeating a simple captions aligning with Phonic Knowledge 			
<p>The Big Question</p>	<p>What makes me unique?</p>	<p>What does celebration mean to me?</p>	<p>What's around me?</p>	<p>What does it mean to grow?</p>	<p>Who is significant to me?</p>	<p>What is our world like?</p>
<p>Questions to support me to answer the 'big' question. Or Subject Specific Questions</p>	<p>History: What did I do this morning/yesterday/last week? Who is in my family? What did my parents/Grandparents play with?</p> <p>Geography: Where do I live?</p> <p>Science: What are the parts of my body? What are my senses? What makes me the same? What makes me different?</p>	<p>History: What do we celebrate? How do my family celebrate different festivals?</p> <p>Geography: Where do we celebrate? How do people celebrate in Handsworth and the world?</p> <p>Science: What's happening outside at this time of year? How has it changed?</p>	<p>History: How has Havelock Road/Birchfield Road changed? Are all the buildings near school the same age? Do they look the same?</p> <p>Geography: Where are the important places around me? What features have been made by people and not made by people? How can I look after Handsworth?</p> <p>Science: What is do I notice about the plants and trees in the area? What animals and creatures do I see around me? What are buildings made from and why? Compare furniture in school to Church.</p>	<p>History: How have I changed over time? What can I do now that I couldn't do before?</p> <p>Geography: How does the weather help growth? Why do different plants grow at different time of the year? Where does my food come from?</p> <p>Science: How do animals and plants change as they grow? How do chicks change over time? How do insects (caterpillars) change?</p>	<p>History: Who is significant to my family? What are the significant times for my family e.g. Eid? Who is significant to me at school?</p> <p>Geography: Where would I find the significant people in Handsworth? Where are the key places in school? Where are significant places in Handsworth?</p>	<p>History/Geography: Where have I travelled to and from? Where have my family travelled to/from? (Add to map) How did they travel? What is the weather like in those places?</p> <p>Geography: Is the temperature the same all over the world? How do we know? Which animals live in hot/cold places? Why can't all animals live anywhere in the world? How can I look after the world around me?</p>


					Science: How do significant people help me to stay safe and healthy? How can I help to look after my body (including teeth)?	Science: What materials would we use to offer shelter to animals living in different temperatures? How do our chickens stay warm in winter? How do they stay cool in the summer? How can I look after other animals?
Supporting texts	Only One You by Linda Kranz The Perfect Fit by Naomi and James Jones Mixed by Arree Chung	The Best Diwali Ever by Sonali Shah Mog's Christmas By Judith Kerr The Christmasaurus by Tom Fletcher	In Every House on Every Street by Jess Hitchman Our Tower by Joseph Coelho Home by Carson Ellis Last Stop on Market Street by Matt de la Pena	Jack and the Beanstalk by Carly Gleldhill Lifesize by Sophy Henn The Tiny Seed by Eric Carle	A Superhero Like You by Dr Ranj Supertato by Sue Hendra Speak Up! By Nathan Bryon and Dapo Adeola	Handa's Surprise by Eileen Browne Arlo the Lion Who Couldn't Sleep by Catherine Rayner Clive Penguin by Huw Lewis Jones and Ben Sanders The Snail and the Whale by Julia Donaldson
Communication and Language Educational Programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures					
Prime Areas Communication and Language	<ul style="list-style-type: none"> • Listens and responds to directions and instructions e.g Collect up all the blocks. • Listens to others in small groups in conversations that interest them. • Listen carefully to rhymes and songs, paying attention to how they sound • Engages in non-fiction books • Begins to understand how to listen carefully in larger group situations. • Shows some understanding of how and why questions. • Joins in with conversations in small groups. 	<ul style="list-style-type: none"> • Listens and responds to more complex directions and instructions e.g Clean off your board and put it into the box. • Listens and joins in with conversations with peers and adults. • Develop social phrases. • Understands and begins to use new vocabulary in conversation with adults. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences • Listen carefully to rhymes and songs, paying attention to how they sound • Shows an interest in non-fiction books. 	<ul style="list-style-type: none"> • Begins to show variability in listening behaviour e.g. move around but still listening. • Listen to and talk about stories to build familiarity and understanding. • Learn and understand new vocabulary. • Use new vocabulary through the day. • Connect one idea or action to another using connectives. • Describe events in some detail. • Learn rhymes, poems, and songs. • Engage in non-fiction books. • Listen carefully to rhymes and songs, paying attention to how they sound • Begins to understand complex sentence structures including negatives, plurals and tense markers. • Answers simple questions about non-fiction books. 	<ul style="list-style-type: none"> • Begins to pay attention to something of interest for short and sustained periods of time. • Begins to listen and do for short periods of time. • Listen to and talks confidently about stories to building familiarity and understanding. • Is beginning to understand humour e.g. nonsense, rhymes and jokes. • Learns and understand new vocabulary. • Use new vocabulary in different contexts. • Begins to listens and responds to ideas expressed by others in conversation or discussion. • Use talk to help work out problems and organise thinking and activities. • Explain how things work and why they might happen 	<ul style="list-style-type: none"> • Pays attention to something of interest for short and sustained periods of time. • Begins to listen and do for short periods of time. • Understands a range of complex sentence structures including negatives, plurals and tense markers. • Listens and responds to ideas expressed by others in conversation or discussion. • Understands questions such 	<ul style="list-style-type: none"> • Pays attention to something of interest for sustained periods of time. • Can listen and do for longer periods of time. • Understands and uses a range of complex sentence structures including negatives, plurals and tense markers. • Listens and responds to ideas expressed by others in conversation or discussion using acquired knowledge and vocabulary. • Understands questions such as who, why, when, where and how.

	<ul style="list-style-type: none"> Engages in story times. Anticipates key events and phrases in stories. Uses vocabulary that reflects the breadth of their experience. 			<ul style="list-style-type: none"> Learn rhymes, poems, and songs. Talks about and answers questions about non-fiction books showing an understanding of new vocabulary. 	<p>as who, why, when, where and how.</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping, naming and exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and play situations. Begins to link statements to main theme or intention. Begins to use talk to organise, sequence and clarify thinking ideas, feelings and events. Begins to introduce a storyline or narrative into play. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listens to and talk about selected non-fiction texts with a strong understanding of new knowledge and vocabulary Asks a range of questions about 	<ul style="list-style-type: none"> Follows a story without pictures and props. Extends vocabulary, especially by grouping, naming and exploring the meaning and sounds of new words. Uses newly acquired language and vocabulary when imagining and recreating roles and play situations. Link statements to main theme or intention. Uses talk to organise, sequence and clarify thinking ideas, feelings and events. Introduce a storyline or narrative into play. Listens to and talk about selected non-fiction texts with a strong understanding of new knowledge and vocabulary Asks a range of questions about non-fiction books.
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					non-fiction books.	
<p style="text-align: center;">PSED Educational Programme</p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Personal, Social and Emotional Development Reception Development Matters Statement</p>					
<p style="text-align: center;">Prime Area PSED</p>	<p>Making relationships</p> <ul style="list-style-type: none"> Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play Uses their experiences of adult behaviours to guide their social relationships and interactions <p>Sense of Self</p> <ul style="list-style-type: none"> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers Enjoys a sense of belonging through being involved in daily tasks <p>Understanding Emotions</p> <ul style="list-style-type: none"> following rules and routines Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt Talks about how others might be feeling and responds according to their 	<p>Making relationships</p> <ul style="list-style-type: none"> Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers <p>Sense of Self</p> <ul style="list-style-type: none"> Enjoys a sense of belonging through being involved in daily tasks <p>Understanding Emotions</p> <ul style="list-style-type: none"> Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings Manage their own needs. - Personal hygiene 	<p>Making relationships</p> <ul style="list-style-type: none"> Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours <p>Sense of Self</p> <ul style="list-style-type: none"> Recognises that they belong to different communities and social groups and communicates freely about own home and community Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group <p>Understanding Emotions</p> <ul style="list-style-type: none"> Understands their own and other people’s feelings, offering empathy and comfort Talks about their own and others’ feelings and behaviour and its consequences Is more able to manage their feelings and tolerate situations in which their wishes cannot be met Show resilience and perseverance in the face of challenge Manage their own needs. - Personal hygiene Identify and moderate their own feelings socially and emotionally 	<p>Making relationships</p> <ul style="list-style-type: none"> Is becoming more socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support <p>Sense of self</p> <ul style="list-style-type: none"> Has a clear idea about what they want to do in their play and how they want to go about it Shows confidence in choosing resources and perseverance in carrying out a chosen activity <p>Understanding Emotions</p> <ul style="list-style-type: none"> Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people Seeks support, “emotional refuelling” and practical help in new or challenging situations. Understand their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge Manage their own needs. - Personal hygiene Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. 	<p>Making relationships</p> <ul style="list-style-type: none"> Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support <p>Sense of Self</p> <ul style="list-style-type: none"> Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms <p>Understanding Emotions</p> <ul style="list-style-type: none"> Is aware of behavioural expectations and sensitive to ideas of justice and fairness Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise Understand their feelings and consider the 	<p>Building relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs. <p>Managing self</p> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

	<p>understanding of the other person's needs and wants</p> <ul style="list-style-type: none"> • Manage their own needs. - Personal hygiene 				<p>feelings of others.</p> <ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge • Manage their own needs. - Personal hygiene • Think about the perspectives of others. 	
<p>Prime Area Physical Development Educational Programme</p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence</p>					
<p>Prime Area Physical Development</p>	<ul style="list-style-type: none"> • Develops core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develops upper body strength, stability and mobility to support the smaller muscles in the lower arms, wrists and hands. • Practise crossing the midline to help the two sides of the brain communicate with each other to build essential pathways for learning. • Develop Bi-Lateral Co-ordination - Symmetrical Movements where both sides of the body are doing the same thing at the same time • Uses small apparatus safely indoors and outside, alone and in a group. • Moves energetically, such as running, jumping, dancing, 	<ul style="list-style-type: none"> • Continues to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Continues to develop upper body strength, stability and mobility to support the smaller muscles in the lower arms, wrists and hands. • Continues to develop Bi-Lateral Co-ordination – Symmetrical movements. • Develop Bi- Lateral Coordination - Alternating Movements • Uses a range of large and small apparatus indoors and outside, alone and in a group. • Move energetically, such as running, jumping, dancing, use a range of small tools, including scissors, 	<ul style="list-style-type: none"> • Continues to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Continues to develop upper body strength, stability and mobility to support the smaller muscles in the lower arms, wrists and hands. • Continues to develop Bi-Lateral Co-ordination - Alternating Movements • Each hand or foot works in turn one after the other • Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. • Gains greater control when using small tools, including scissors, paintbrushes, and cutlery. • Begin to develop the Pincer Grip to hold small objects between the thumb and index finger. 	<ul style="list-style-type: none"> • Continues to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Continues to develop upper body strength, stability and mobility to support the smaller muscles in the lower arms, wrists and hands. • Continues to develop Bi-Lateral Co-ordination - Alternating Movements Each • Develop Bi-Lateral Coordination Different Movements Each side of the body is doing something different in a co-ordinated way • Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. • Continues to gain greater control when using small tools, including scissors, paintbrushes, and cutlery. • Continues to develop pincer grip in preparation for tripod grip. 	<ul style="list-style-type: none"> • Uses core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Displays Bi-Lateral Coordination in Symmetrical, Alternating and Different Movements • Displays coordination and spatial awareness in energetic movements, such as running, jumping, dancing, hopping, skipping, and climbing. • Selects and uses a range of small tools effectively. • Begins to use the tripod grip. 	<ul style="list-style-type: none"> • Uses core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Displays Bi-Lateral Coordination in Symmetrical, Alternating and Different Movements • Displays coordination and spatial awareness in energetic movements, such as running, jumping, dancing, hopping, skipping, and climbing. • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing,

	<ul style="list-style-type: none"> Develop Finger Isolation and Finger Strength to support fine motor control and dexterity Develop Wrist Mobility to allow the fingers to be flexible and strong and provide stability to the hands and finger for fine motor control. Holds pencil/crayon/ to make marks 	<p>paintbrushes, and cutlery with some control.</p> <ul style="list-style-type: none"> Hold a pencil to make anticlockwise movements and retrace vertical lines showing a preference for a dominant hand. 				<ul style="list-style-type: none"> hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Selects and uses a range of small tools effectively for a purpose. Begin to show accuracy and care when drawing.
PE Curriculum	<p>Cooperate and solve problems</p> <p>Manipulation and coordination</p>	<p>Gymnastics</p> <p>Speed Agility Travel</p>	<p>Body management</p> <p>Cooperate and solve problems</p>	<p>Dance</p> <p>Gymnastics</p>	<p>Body management</p> <p>Manipulation and coordination</p>	<p>Speed Agility Travel</p> <p>Dance</p>
Personal, Social and Emotional Development (JIGSAW)	<p>Being me in my world (Rule of Law)</p>	<p>Celebrating differences (Tolerance)</p>	<p>Dreams and Goals (Democracy)</p>	<p>Healthy Me (Individual Liberty)</p>	<p>Relationships (Mutual Respect)</p>	<p>Changing Me (Mutual Respect)</p> <p>Transition</p>
Specific Area Number Educational Programme	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p style="text-align: center;">NCETM Mastering Number</p> <p style="text-align: center;">We follow the NCETM Mastering Number Programme to implement Mastery to our Maths curriculum. We include Shape, Space and Measure into our curriculum using White Rose as a guide.</p>					
		<p>Term 1</p> <p><i>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</i></p> <p>Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger number • connect quantities and numbers to</p>		<p>Term 2</p> <p><i>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</i> Pupils will: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers.</p> <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: • continue to</p>		<p>Term 3</p> <p><i>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</i></p> <p>Pupils will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of</p>

	<p>finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts</p>		<p>develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers.</p>		<p>magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</p> <ul style="list-style-type: none"> begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek 		
	 <p>Measure, shape, and spatial thinking</p>						
<ul style="list-style-type: none"> Match, sort and compare Talk about measure and patterns It’s me 1, 2, 3 	<ul style="list-style-type: none"> It’s me 1, 2, 3 (continued) Circles and Triangles 1, 2, 3, 4, 5 *Shapes with 4 sides 	<ul style="list-style-type: none"> Alive in 5 Mass and capacity Growing 6, 7, 8 Length, height and time 	<ul style="list-style-type: none"> *Length & Height and Time (continued) Building 9 and 10 *Explore 3D shapes 	<ul style="list-style-type: none"> 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping 	<ul style="list-style-type: none"> Sharing and grouping (continued) Visualise and build *Make connections 		
<p>Understanding the World Educational Programme</p>		<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increase their knowledge and sense of the world around them. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
<p>Understanding the World at Holy Trinity</p>		<p>Significant figures of focus</p> <ul style="list-style-type: none"> Mr Martin Mrs Sturridge-Packer Ms Saran Miss Khan <p>Community links</p> <ul style="list-style-type: none"> Learning names of key people in school. Harvest festival/food banks – supporting community <p>The Natural World</p> <ul style="list-style-type: none"> Identifying body parts, noticing things that are the same and different compared to peers 	<p>Significant figures of focus</p> <ul style="list-style-type: none"> Mr Martin Mrs Sturridge-Packer Ms Saran Miss Khan <p>Community links</p> <ul style="list-style-type: none"> First visit to the church. Begin to attend Celebration Assembly Perform the Nativity for parents/school <p>The Natural World</p> <ul style="list-style-type: none"> What is happening to our trees and plants? 	<p>Significant figures of focus</p> <ul style="list-style-type: none"> Reverend Allison Nigel Oram (Chair of Governors) Governing Body <p>Community links</p> <ul style="list-style-type: none"> What is near/far from my classroom? Where would I find Mr Martin? Y1 etc? How do I get to church? What do I see on my way to church? How would I get to a shop? Is this the only school near me? What do I see on the way to school? How is my school different to church? Why are they different? How is the furniture in Church different/same to my school/home? 	<p>Significant figures of focus</p> <ul style="list-style-type: none"> (Parent Governor/Allotment keeper) <p>Community links</p> <ul style="list-style-type: none"> Who looks after our school? What happens in the allotments? What can we do to help? <p>The Natural World</p> <ul style="list-style-type: none"> Walks around the school grounds and local area looking for weather patterns. 	<p>Significant figures of focus</p> <ul style="list-style-type: none"> Local Nurse Shop keepers School cook Class Teacher - Talk about Eid/prepare for transition. <p>Community links</p> <ul style="list-style-type: none"> Who is significant to me? Eid celebrations How do significant people help me 	<p>Significant figures of focus</p> <ul style="list-style-type: none"> Grandparents Parents A Local Artist/Musician (where has their art originated from?) <p>Community links</p> <ul style="list-style-type: none"> Who do I know who has lived in different places? Local artists and artworks-what was their inspiration?

	<ul style="list-style-type: none"> Sequencing growth of a human knowing about the 5 senses and the body parts that are used Identifying UK nocturnal animals. <p>Past and Present</p> <ul style="list-style-type: none"> Key events of the day Key events in children's lives. Visual timetable What happened this morning/last night <p>People, culture, and communities</p> <ul style="list-style-type: none"> Differences/similarities between children and friends Drawing themselves home/family/key rooms in a house. Relating respect for home with respect for school. Tidying up/identifying and using key areas in the classroom Knowing key staff/places in school e.g. indoor/outdoor classroom, playground, where they eat lunch. 	<ul style="list-style-type: none"> How do they look/feel/smell? Caring for animals on bonfire night. What do animals do when they are cold? <p>Past and Present</p> <ul style="list-style-type: none"> How I celebrate How did we celebrate ___ achievements last week? Whose achievements are we celebrating this week? How did we celebrate Diwali? What is different/same about how we celebrated Diwali and how we now celebrate Christmas? How my parents celebrated How my grandparents celebrated <p>People, culture, and communities</p> <ul style="list-style-type: none"> Customs and traditions at home/ Diwali Bonfire night Hannukah Christmas story-how we celebrate and the importance to Christians. 	<ul style="list-style-type: none"> How do people get to where they need to go in Handsworth? What transport/buildings do we see in the local area? Creating and using maps/atlasses/google Earth Visit church/ visit Handsworth Library <p>The Natural World</p> <ul style="list-style-type: none"> What has changed since we were last at school? What do we need to wear during this season? What impact has winter had on our environment? How is winter affecting the animals/creatures/plants/trees? <p>Past and Present.</p> <ul style="list-style-type: none"> Creating maps of school/local area-has anything changed? Identifying uses of different rooms in my home/at school. Identifying the jobs people do at home/school/the local community. <p>People, culture, and communities</p> <ul style="list-style-type: none"> Lunar New Year celebrations. How it is celebrated/traditions. Online meeting with Chinese 'EYFS' class; opportunity to interview each other 	<ul style="list-style-type: none"> Daily use of weather chart adding to a pictogram to show weather patterns. Observations of changes that take place to the caterpillars over time. Sequence life cycles-butterfly <p>Past and Present</p> <ul style="list-style-type: none"> Request pictures from home showing children at different ages e.g. baby, toddler, preschooler to show how they have changed over time. (Add to the History timeline.) <p>People, culture, and communities</p> <ul style="list-style-type: none"> Easter story-how we celebrate and the importance to Christians. Mother's Day/Thank you day 	<p>to stay safe and healthy?</p> <ul style="list-style-type: none"> Where would I find the significant people in Handsworth? How do significant people help me? <p>The Natural World</p> <ul style="list-style-type: none"> Local walk to see what has grown and changed What's happening in the allotments? What's happening in the farm? Continue to add to daily use of weather chart <p>Past and Present</p> <ul style="list-style-type: none"> History: Who was significant to my family? Do people in my family celebrate Eid or other festivals? <p>People, culture, and communities</p> <ul style="list-style-type: none"> Eid celebrations-understand the importance to Muslim's 	<p>The Natural World</p> <ul style="list-style-type: none"> What is happening outside now the weather is getting warmer? What is happening in the allotments? <p>Past and Present</p> <ul style="list-style-type: none"> How did the people I know arrive in Handsworth? What was Handsworth like when my grandparents lived here? <p>People, culture, and communities</p> <ul style="list-style-type: none"> Understanding and identifying places locally that are near and far. Sharing and comparing holidays and travel experiences. Where is ____? Locating it on a globe/map. How would we get there? Is it near or far?
<p>Vocabulary</p>	<p>Unique, different, same, special, compare, senses-taste, touch, smell, sight, hearing, body parts-head, arms, legs, arms, elbows, knees, wrists, neck, forehead, ears etc. height, length, hair colour, eye</p>	<p>Celebrate, celebration, celebration assembly, reward, party, festival, Christmas, Holy Trinity Church, Father Dominic, Nativity, Jesus, Mary, Joesph, Bethlehem, angels,</p>	<p>Local area, Handsworth, Birmingham, city, Soho Road, Piers Road, St Michael's School, St Michael's Church, St Michael's Hill, Handsworth Gurdwara, Handsworth Library, transport, bus, tram, trees- oak, ash, beech, holly, bushes, plants, school farm, allotments, yurt, playground, hut,</p>	<p>Plants-growing, planting, seeds, shoots, roots, seedling, Animals-born, growing, changing, developing, young, chicks, tadpoles, caterpillars, stages, Allotment-beetroot, corn, beans, pumpkins, lettuce, Height, length, measure</p>	<p>Significant, important, helping, helpful, special, dinner supervisors, cook, cleaner, doctors, nurses, hospital, doctors' surgery, pharmacy, walk-in</p>	<p>Temperature, measure, record, thermometer, weather, effect, changes, predict, hot, cold, freezing, Continents-Aisa, Africa, North</p>

	colour, skin colour, likes, dislikes, similarities, differences,	worship, Winter-frosty, icy, snowy, cold, freezing	school building, upstairs, hall, reception area		centre, dentist, fire station, firefighters, police officers, paramedics, heroes, emergency,	America, South America, Antarctica, Europe, Australia, Oceans, earth, globe, maps, savanna, jungle, mountains, countryside, city, shelter, heat, shade, shadows,
Ongoing experiences for The Natural world	*Sensory experiences and opportunities e.g.; different solids/liquids/powders *Immersive experiences being in different seasons and weathers* Light/dark shadows *Observations of changes of states e.g.; ice and of seasons *Use of magnifying glasses/magnets/mirrors/tweezers/torches *Opportunities to be outside everyday in all weathers *Observational drawings *Identifying plants/trees and wildlife, Evergreen/deciduous trees*, Habitats of animals *Feeding birds *Tending plants in the allotment *Access to a variety of musical instruments both inside and outside *noticing changes in their bodies after exercise *Forces-e.g.; moving heavy objects-water trugs/logs/benches in PE/windmills/making paper aeroplanes, den building.					
Ongoing experiences for Past and Present	*Vocab for times of the day-Morning/Afternoon Now/next/ Before/after Now/then *Days of the week-yesterday/last week *Months of the Year-ongoing photograph timeline of events of activities completed in school or significant national events e.g., King's Coronation *Changes of seasons-noticing changes *Celebrations-birthdays/festivals/traditions/ *Understand the past through settings, characters and events encountered in books that are read in class.					
Ongoing experiences for People, places, and communities	Walks around the school grounds. Forest schools. Walks to the Church. Discussing geographical features. Noticing changes when exploring the school. Maps relating to school/Handsworth/Birmingham/The World. Visitors from the local community. Books and resources that reflect the children, families and community.					
Educational Programme for Expressive Art and Design	<p>Expressive Arts and Design: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
	<p>Focus Skills Drawing: Self portrait Natural Art - Andy Goldsworth</p> <p>Drawing/painting/colour</p> <ul style="list-style-type: none"> Explores a range of media such as wax and pencil crayon, chalks and finger paints to make marks on paper. Selects a range of surfaces to make marks on e.g. plain paper, sugar paper, coloured paper, chalk boards, white boards, covered tabletops. Begins to develop an understanding of using lines to enclose a space. Paints shapes and fills them in. 	<p>Focus Skills Clay: Diva pots/vase Sculpture 3D work Natural Art Decs Trees Collage Andy Goldsworth</p> <p>Sculpture</p> <ul style="list-style-type: none"> Uses a variety of natural materials for sculpting, e.g. clay, sticks, twigs experiment with a variety of techniques, e.g. rolling, cutting, pinching; Uses tools to add lines and texture to clay. use key vocabulary: sculpture, model, work, 3D, work of art, shapes, materials, Begins to investigate ways to join materials for a purpose Uses various construction materials e.g., joining pieces, stacking vertically and 	<p>Focus Skills Observational drawing/Painting Cityscape/Lowry</p> <p>Drawing/Painting</p> <ul style="list-style-type: none"> Notices and describes details of objects observed and attempts to represent them in drawings and paintings. Begins to name the primary colours Experiments with different sized brushes (including brushstrokes) and other painting tools. Produces lines of different thickness and tone when using a pencil/paintbrush/crayon/pastel. Paints/draws a range of shapes and fills them. Experiments with mixing primary colours to make secondary colours; 	<p>Focus Skills: Textiles Weaving Easter baskets</p> <p>Weaving</p> <ul style="list-style-type: none"> Begins to develop the skill of weaving materials in and out of looms found in learning and environments e.g. fences, railings, trellis etc Selects materials to use for weaving e.g. paper, fabric, string, natural fibres. Notices patterns and textures created by the use of different materials and colours. Develops own ideas for weaving based on observations, experiences and own imagination. Uses the vocabulary of weaving: loom, fabric, woven, alternate, over, 	<p>Focus Skills DT focus: Cooking and Nutrition Nadia Hussain</p> <ul style="list-style-type: none"> Select tools to mix, cut, whisk, stir and measure ingredients. Select ingredients to create an outcome. Evaluate end outcome of food produced Cooking and Nutrition Understand the basic principles of a healthy diet. Begin to understand where food comes from. 	<p>Focus Skills Printing: Print African Art techniques animal patterns/texture/shape</p> <ul style="list-style-type: none"> Experiments with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. Notices patterns in the environment, in pictures, paintings and photographs. copies an original print; Explores and uses a variety of materials, e.g. sponges, fruit, blocks; Experiments with techniques. rolling, pressing, stamping and rubbing; Begins to create own prints based on

	<ul style="list-style-type: none"> Explores and selects colours. Explores natural resources to sort and arrange into simple shapes and patterns. Begins to explore texture by mixing materials; Become familiar with key vocabulary to: collage, cut, place, arrange. 	<p>horizontally, balancing, making enclosures and creating spaces</p>	<ul style="list-style-type: none"> Is becoming familiar with key vocabulary primary colours, thick, thin, paintbrush brushstrokes, paint. 	<p>under, decoration, decorative,</p>		<p>observations, experiences and imagination.</p> <ul style="list-style-type: none"> Begins to use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking,
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Expressive Art and Design throughout the Reception Year

Children will be given repeated opportunities to practise, embed and extend the skills listed above through carefully selected resources available in continuous provision and through direct teaching during quality interactions between adults and children.

Children will also:

- Begins to build a collection of songs and dances
- Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to
- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama and the visual arts.
- Creates representations of both imaginary and real-life ideas, events, people and objects
- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
- Chooses particular movements, instruments sounds, colours and materials for their own imaginative purposes
- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping
- Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth
- Introduces a storyline or narrative into their play
- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.



We follow the Charanga Music scheme. The units of work enable children to understand musical concepts through a repetition-based approach to learning. Learning the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Additionally, pupils will have opportunity to explore untuned instruments in the outdoor environment and perform known nursery rhymes and songs. Pupils will have the opportunity to explore sounds outdoors including ways to alter sounds created with everyday objects e.g. hitting a wooden spoon on a pan with differing force/speed.

<p>Me!</p> <p>Learn and sing simple Nursery Rhymes. Use untuned instruments to accompany the Nursey Rhymes.</p> <p>Explore pulse and high and low sounds using voices and glockenspiels.</p> <p>Find the rhythm and copy clap the rhythm of names.</p>	<p>My Stories</p> <p>Learn and sing simple Nursery Rhymes/songs.</p> <p>Find the pulse, copy clap the rhythm of small phrases from songs.</p> <p>Explore high and low pitch in songs.</p> <p>In addition: Learn a set of songs to perform in The Nativity. Learn actions to go with the songs. Practice for a</p>	<p>Everyone!</p> <p>Learn and sing simple Nursery Rhymes/songs.</p> <p>Invent ways to find the pulse.</p> <p>Copy clap the rhythm of phrases from songs.</p> <p>Explore high and low pitch in songs.</p> <p>Using the starting note explore melodic patterns using one or two notes.</p>	<p>Our World</p> <p>Learn and sing simple Nursery Rhymes/songs.</p> <p>Find the pulse and show others your ideas.</p> <p>Copy clap the rhythm of phrases from songs.</p> <p>Explore high and low pitch using the images from the songs.</p> <p>Using the starting note explore melodic patterns using one or two notes.</p>	<p>Big Bear Funk</p> <p>Learn and sing the Big Bear Funk.</p> <p>Find a funky pulse.</p> <p>Copy clap 3 or 4 word phrases from the song.</p> <p>Keep the beat of the song with a pitched note. Add pitched notes to the rhythm of the words or</p>	<p>Reflect, Rewind and Replay</p> <p>Sing Big Bear Funk and other songs learnt previously.</p> <p>Consolidate learning and contextualise the history of music.</p> <p>Revise pulse, rhythm, and pitch work.</p> <p>Revise instrument work.</p>
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		final performance to an audience.			phrases of the song. Enjoy playing patterns using a combination of any of the three notes C, D and E.	
R.E.	<p>Origin Stories- Creation Explore the history of origin stories and learn the Judeo creation story from the book of Genesis. Children will also explore the birth of Jesus as an origin story. Creation stories often form the basis for many religions around the world; many are well known even among those who do not practice the religion. Others are obscure and unusual, utilising strong storytelling techniques to explain difficult moral and spiritual dilemmas. Regardless of the creation story's popularity, they all seek to explain the same things: where did we and everything we see come from and why?</p> <p>Theology – To ask questions about me, and who I am, showing awe and wonder. To ask puzzling questions about God.</p> <p>Philosophy – To respond to 'big questions'</p> <p>Human/Social Science – To recognise some religious symbols and words.</p> <p>History – To look at different sources of evidence, including scriptures and artefacts.</p>	<p>Origin stories - A Saviour is Born Explore special birth stories, with a focus on the Christian Nativity story. Nativity means <i>birth</i> or <i>beginning</i>. Children will listen to and talk about the Christian story of Jesus' birth, including Mary, Joseph, the baby Jesus and the shepherds. There will be exploration of key vocabulary such as <i>birth, beginning, shepherd, angel, adore and inn</i>. Learn that Children will look at how the Nativity story is shown in different artworks and cultures, helping children understand that people may represent stories in different ways. Children will gain understanding that special stories help people explain beliefs and what is important to them.</p> <p>Theology – To share my thoughts on the story of Jesus' birth and talk about why he was special and that he was born as a saviour to bring hope to the world.</p> <p>Philosophy – To can ask 'who', 'what' and 'when' questions when exploring a religion</p> <p>Human/Social Science – To reflect on how people lived and cared one another in community.</p> <p>History – To look at different sources of evidence and place events in simple chronological order. To look at pictures to find clues about the past.</p>	<p>Easter- Stories of Sacrifice- The Servant King Explore the idea of servanthood and what it means to be a steward of God. Sacrifice and service define the ministry of Jesus Christ, but what does this look like in the lives of Christian believers. Jesus' example of 'washing his disciples' feet' provides an illustration of a life of service.</p> <p>Theology – To retell a religious story using prompts and know that it is from a sacred text and is special to some people.</p> <p>Philosophy – To can ask 'who', 'what' and 'when' questions when exploring a religion</p> <p>Human/Social Science – To talk about a practice from a religion.</p> <p>History – To look at different sources of evidence, including scriptures and artefacts.</p>	<p>Lost and Found- The Lost Sheep Explore the idea of parables, focussing on the parable of the Lost Sheep from the Christian New Testament of the bible. Great leaders exist in every religious belief system, whether they be the founders of the faith, great teachers or prophets of God. The parable of the lost sheep provides an example of the leadership that God possesses. What does this mean for Christian's relationship with God?</p> <p>Theology – To start sharing my opinions and say what is important to myself and to others.</p> <p>Philosophy – To say ideas which are important to me and can say what I think to be right and wrong.</p> <p>Human/Social Science – To ask questions of believers.</p> <p>History – To look at different sources of evidence, including scriptures and artefacts.</p>		
Technology	Computing in Early Years does not mean just using a computer-it can be developed across almost every area of learning and as part of many different play-based activities. It involves exploring objects that work in different ways and can be used for different purposes. Mechanical toys that encourage exploration of cause and effect and imaginative play resources can all aid children's understanding of computing and it's real world applications e.g. old laptops/keyboards/old mobile phones/plug in phones/typewriters/vintage coffee grinders/weighting scales/cars/watch/clock/wind-up toys/toys with gears, levers, pulls, knobs or handles/an interactive whiteboard/cd player/headphones/voice recorder/light up vanity mirror/electrical microscope/lamp/beebots/torches/alarm clocks/microwave Role play pretend items-microwave/cooker/iron/washing machine/camera/fridge/drill/vacuum/television					
	Using technology- explore different types of technology and representations of technology (e.g. in the domestic role play) in the class. E.g. How does the washing machine work?	Using technology- explore and discuss the different types of technology around the school and in our homes. E.g. How do we get the Christmas songs working in the hall for the nativity?	Using a computer-use simple computer programs to draw and record. How can I change the colour? How can I record what I created? Use technology to create and record our advert celebrating Handsworth.	All about instructions- understand what instruction are for and how we give instructions to each other, when do we need to follow instructions? Are all instructions the same? Learn what algorithm means.	Programming Beebots/using algorithms- instruct the Beebots to go forwards and backwards. How can I make it change direction? How can I	Introduction to data- Create a pictogram of the colour of cars that pass by school in 1 minute. Use simple programs on a computer to collect and display data - What is my

					make it stop here? How can I sequence my instructions? What do I need to tell it to do first? Etc.	favourite food? Where have I been on holiday?
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Holy Trinity

Church of England Primary Academy

