<table>
<tr><th></th><th colspan="2">Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>Topic Title</td><td colspan="3">Once Upon A Rhyme</td><td>A Royally Good Time</td><td>A Jolly Good Egg</td><td>Ready, Steady, Grow!</td><td>When I Grow Up…</td></tr>
<tr><td rowspan="3">Communication and Language

Focus Objectives (Early Learning Goals and Development Matters)</td><td colspan="3">Learns new vocabulary.

Understands how to listen carefully and why listening is so important.

Joins in with repeated refrains in story times.

Is able to describe some events in detail.
Is developing social phrases.</td><td colspan="2">Uses new vocabulary throughout the day.

Listens carefully to rhymes and songs, paying attention to how they sound.

Learns rhymes, poems and songs.

Engages in non-fiction books.</td><td colspan="2">Holds conversation when in back-and-forth exchanges with his/her teacher and peers. (ELG)

Listens attentively and responds to what he/she hears with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (ELG)

Makes comments about what he/she has heard and asks questions to clarify his/her understanding. (ELG)</td></tr>
<tr><td colspan="2">Uses talk to help work to problems and organise thinking and activities, explaining how things work and why things might happen.

Can connect one idea or action to another using a range of connectives.</td><td>Is able to articulate his/her ideas and thoughts into well-formed sentences.

Ask questions to find out more and to check he/she understands what has been said to him/her.</td><td>Can express his/her ideas and feelings about his/her experiences using full sentences, including use of past, present and future tenses, and making use of conjunctions, with modelling and support from his/her teacher. (ELG)
Participates in small group, class and one-to-one discussions, offering his/her own ideas, using recently introduced vocabulary. (ELG)</td><td>Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhyme and poems when appropriate. (ELG)

Children show some awareness of the listener by making changes to language and non-verbal features. (2012)</td></tr>
<tr><td colspan="6">Uses new vocabulary in different contexts.
Ask questions to find out more and to check he/she understands what has been said to him/her.
Can retell the story, once he/she has developed a deep familiary with the text; some, as exact repetition and some in his/her own words.
Listens to and talks about stories to build familiarity and understanding.</td></tr>
<tr><td>Communication and Language

Key Learning
(‘I can’ statements)</td><td>I can say hello to a friend.

I can follow a one-step instruction (e.g Get your coat).

I can talk about what I like and don’t like.

I can talk about what I am good at.

I can join in with a familiar story (e.g. Goldilocks)

I can recite two Nursery rhymes.</td><td>I can ask a friend to play with me.

I can follow a two-step instruction (e.g Get your coat, then your bag).

I can join in with a familiar story (e.g.)

I can talk about my home and my family.</td><td>I can use new topic vocabulary (e.g. royal, palace, king)

I know that a non-fiction book has information.

I can use ‘and’ and ‘because’ orally to join ideas.</td><td>I can use new topic vocabulary (e.g. incubator, life cycle, hatch).

I can recite four Nursery rhymes.

I know that a non-fiction book has information.

I can ask a question starting with ‘why’, ‘how’ or ‘when’.</td><td>I can talk to my teacher about what I have heard and say what I think

I can ask a question to help me understand

I can talk in full sentences.

I can take turns to talk in a group.</td><td>I can say what I think about what my friend has said.

I can ask a question about what my friend has said.

I can say why something happened.

I can talk appropriately to my teachers and my friends.</td></tr>
<tr><td>Core Stem Sentences</td><td>My name is ___
I like ___
I don’t like __
I am ___</td><td>Would you like to ___
I live ___
I have ____
I think ____</td><td>I think ___ because ___
I know ____
___ and ___</td><td>Why___
How___
When___
I know____ because ___</td><td>I think___ because___
I agree because____
I disagree because ____</td><td>I agree because____
I disagree because ____
I would like to build on___
I would like to challenge _____</td></tr>
<tr><td rowspan="3">Vocabulary

Tier 1
Tier 2
Tier 3</td><td>friend, hello, like, story, words</td><td>friend, play, home, family, bag</td><td>book, king, queen. palace, royal,</td><td>egg, hatch, book, why, chick</td><td>talk, teacher, group, think, hear</td><td>friend, teacher, think, why, happened</td></tr>
<tr><td>respond, follow, explain, remember, recite</td><td>ask, follow, describe, join, sequence</td><td>information, explain, describe, because, connect</td><td>question, ask, explain, remember, recite</td><td>explain, listen, answer, share, respond</td><td>respond, explain, discuss, listen, agree</td></tr>
<tr><td>greeting, instruction, character, nursery rhyme, opinion</td><td>instruction, two-step, character, story, conversation</td><td>topic, non-fiction. vocabulary, fact, sentence</td><td>incubator, life cycle, non-fiction, nursery rhyme</td><td>question, sentence, discussion. turn-taking, opinion</td><td>opinion, question, reason, conversation, appropriate</td></tr>
</table>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	**Once Upon A Rhyme**		**A Royally Good Time**	**A Jolly Good Egg**	**Ready, Steady, Grow!**	**When I Grow Up…**
Personal, Social and Emotional Development Focus Objectives (Early Learning Goals and Development Matters)	Mange their own needs. Identify and moderate their own feelings socially and emotionally. Express their feelings and consider the feelings of others. Manage their own basic hygiene and personal needs, including dressing, going to the toilet (ELG)			Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (ELG)	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (ELG) Explain the reasons for rules; know right from wrong and try to behave accordingly (ELG) They understand what bullying is and that this is unacceptable behaviour (2012)	Gives focus attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions following several ideas or actions. (ELG) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG) They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them (2012).
	See themselves as a valuable individual. Build constructive and respectful relationships. Think about the perspectives of others. Knows and can talk about the different factors that support his/her overall health and wellbeing (GM): regular physical activity; healthy eating toothbrushing; having a good sleep routine' being a safe pedestrian		Show resilience and perseverance in the face of challenge. Understands the importance of healthy food choices (ELG).		Children play group games with rules (2012) They know when and how to stand up for themselves appropriately (2012) They can listen to each other's suggestions and plan how to achieve an outcome without adult help (2012).	
Personal, Social and Emotional Development Key Learning ('I can' statements)	I have qualities that make me unique and special. (I am special because…) I can name 3 emotions (e.g. happy, sad, angry). I should brush my teeth twice daily. I can ask to go to the toilet. I can share a toy with a friend.	I can say how I am similar and different to my friends. I can say how my friends are special. I can say how I'm feeling (e.g. happy, sad, angry) I can say how a friend is feeling (e.g. happy, sad, angry). I know how to cross the road safely.	I can try a new activity. I can have a go at a challenge. I know that we are all special and different.	I can persevere with a challenge I can use kind hands, kind feet and kind words. I can use breathing techniques e.g high five, rainbow, to help me calm down. I can list some healthy foods (e.g. fruit, vegetables, balanced diet)	I can say 'stop' when someone is doing something I don't like. I can help my friends if they are sad. I can manage my feelings to help me wait for what I want. (Self-regulation)	I can try something new and persevere. I can say what I would do next time to make my work better. I can follow the rules of the game and take my turn. I can say what to do if someone is being unkind e.g stop, please don't do that I don't like it
Personal, Social and Emotional Development Jigsaw Theme	Jigsaw- Being Me and My World	Jigsaw- Celebrating Difference	Jigsaw- Dreams and Goals	Jigsaw- Healthy Me	Jigsaw- Relationships	Jigsaw- Changing Me
Executive Function	**Inhibitory control** (stopping and thinking) Traffic lights game Musical statues	**Working memory** Listening treasure hunt (2-3 step instructions)	**Planning and organisation** Working in small groups to plan and build using construction materials.	**Cognitive flexibility** Sorting objects by colour/size/shape material/function- changing criteria	**Emotional regulation** Use stories, puppets and role play to identify emotions and practise calming strategies	**Problem solving and reflection** Complete outdoor team challenges e.g. transport water/build shelter/obstacle course. Reflect.
Vocabulary Tier 1	happy, sad, angry, toilet, teeth	friend, happy, sad, angry, road	try, new, special, different, activity	kind, hands, words, fruit, vegetables	stop, friend, sad, feelings, want	try, game, turn, stop, kind
Tier 2	share, describe, choose, care, respect	compare, describe, notice, identify, recognise	challenge, achieve, practise, persevere, improve	persevere, calm, choose, manage, respect	manage, help, wait, express, recognise	persevere, improve, follow, reflect, respect
Tier 3	emotion, unique, hygiene, routine, feelings	similar, different, emotion, feelings, pedestrian	unique, difference, resilience, confidence, growth	breathing technique, balanced diet, healthy, vegetables, wellbeing	self-regulation, feelings, emotion, empathy, boundaries	resilience, rule, turn-taking, challenge, kindiness

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<tr><td rowspan="3">Physical Development

Focus Objectives
(Early Learning Goals and Development Matters)</td><td>Is further developing the skills he/she needs to manage the school day successfully;

• Lining up and queuing

• Meal times

• Personal hygiene</td><td>Is revising and refining the fundamental skills he/she has already acquired:
• Rolling
• Crawling
• Walking
• Jumping
• Running
• Hopping
• Skipping
• Climbing</td><td>Is developing overall body strength, coordination, balance and agility.

Is progressing towards a more fluent style of moving, with developing control and grace.

Is able to negotiate space and obstacles safely, with consideration for himself/herself and others. (ELG)</td><td>Is further developing and refining a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</td><td rowspan="2">Is developing confidence, competence, precision and accurate when engaging in activities that involve a ball.

Is beginning to show accuracy and care when drawing (ELG).

Uses a range of small tools, including scissors, paintbrushes and cutlery. (ELG)</td><td rowspan="2">Demonstrates strength, balance and coordination when playing. (ELG)

Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing. (ELG)

Holds a pencil effectively in preparation for fluid writing- using the tripod grip in almost all cases (ELG).</td></tr>
<tr><td colspan="4">Is developing the foundations of a handwriting style that is fast, accurate and efficient.

Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips (N).</td></tr>
<tr><td colspan="2">Is starting to eat independently and learning how to use a knife and fork (N).</td><td colspan="4">They hold paper in position and use their preferred hand for writing. They are beginning to be able to write on lines and control letter size. (2012)</td></tr>
<tr><td>Physical Development

Key Learning
(‘I can’ statements)</td><td>I can line up smartly.

I can ask to go to the toilet.

I can wash my hands.

I can use a fork to pick up my food.

I can draw circles and lines.</td><td>I can put on my coat.

I can write recognizable letters.

I can move in different ways.

I can get myself dressed for PE.</td><td>I can cut with scissors.

I can zip up my coat.

I can move confidently in different ways.

I can move around obstacles and people.

I can hold my pencil using ‘nip, flip, grip’.</td><td>I can use the four finger grasp.

I can throw, catch and kick a ball.

I can form some letters correctly.</td><td>I can control a ball in lots of different ways.

I can do up buttons on my clothes.

I can draw careful pictures.

I can use a knife and fork to eat my lunch.</td><td>I can play team games with rules.

I can hold my pencil correctly (using the static tripod grasp)

I can form most of my letters correctly.</td></tr>
<tr><td>Physical Development

Get Set 4 PE unit</td><td>GetSet4PE

Introduction to PE- Unit 2</td><td>GetSet4PE

Fundamentals- Unit 1</td><td>GetSet4PE

Gymnastics- Unit 1</td><td>GetSet4PE

Ball Skills- Unit 1</td><td>GetSet4PE

Games- Unit 1</td><td>GetSet4PE

Games- Unit 2</td></tr>
<tr><td rowspan="3">Vocabulary

Tier 1
Tier 2
Tier 3</td><td>Toilet, hands, fork, food, circle</td><td>coat, shoes, move, run, jump</td><td>scissors, zip, coat, pencil, people</td><td>ball, catch, kick, letters, fingers</td><td>ball, buttons, picture, knife, fork</td><td>game, rules, pencil, letters, team</td></tr>
<tr><td>Line up, wash, hold, use, draw</td><td>dress, fasten, balance, write, control</td><td>cut, move, control, avoid, hold</td><td>throw, catch, kick, form, practise</td><td>control. fasten, draw, use, language</td><td>follow, hold, form, cooperate, control</td></tr>
<tr><td>Hygiene, fine motor, pencil control, circle, line</td><td>letter, pe, formation, gross motor, recognisable</td><td>grip, pencil, obstacle, fine motor, nip flip grip</td><td>four finger grasp, letter formation, grip, control, coordination</td><td>coordination, fine motor, detail, pencil control, independence</td><td>team, static tripod grasp, letter formation, grip, handwriting</td></tr>
</table>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	**Once Upon A Rhyme**		**A Royally Good Time**	**A Jolly Good Egg**	**Ready, Steady, Grow!**	**When I Grow Up…**
Understanding the World (The Natural World) Focus Objectives (Early Learning Goals and Development Matters)	Explores the natural world around them.					
	Describes what he/she can see, hear and feel while outside.	Understands the effect of changing seasons on the natural world around him/her.	Explores the natural world around him/her, making observations and drawing pictures of plants and animals (ELG) Understands some important processes and changes in the natural world around him/her, including the seasons and changing stages of matter (ELG)			Children know that the environment and living things are influenced by human activity. (2012) They can describe some actions which people in their own community do that help to maintain the area they live in. (2012)
Understanding the World (The Natural World) Key Learning ('I can' statements)	I can describe what something looks like. I can describe what something feels like. I can describe what something sounds like. I can describe what something tastes like (porridge tasting).	I can talk about the changes I notice outside. I can describe the weather. I can name nocturnal animals.	I can talk about melting and freezing and why they happen. I can name the 4 seasons. I can say which weather matches which season.	I can talk about the eggs and lambs and what I have noticed. I can talk about how the eggs have changed and why.	I can draw plants and minibeasts I can see around me. I can name and label key parts of a plant. I can talk about changes to plants I have noticed. I can talk about the caterpillars and what I have noticed.	I can say 2 ways to look after the planet. I can talk about ways that people hurt the planet and how I can help
Vocabulary Tier 1 Tier 2 Tier 3	See, hear, feel, soft, loud	Rain, sun, wind, leaf, owl	Plant, animal, ice, rain, snow	Egg, lamb, grow, shell, chick	Plant, leaf, flower, bug, grow	Recycle, litter, bin, water, tree
	Describe, notice, compare, explore, observe	Change, notice, describe, compare, observe	Observe, change, melt, compare, describe	Observe, notice, change, describe, compare	Observe, describe, change, compare, notice	Protect, care, reduce, reuse, conserve
	Senses, texture, appearance, sound, taste	Season, weather, nocturnal, habitat, hibernate	Season, weather, freeze, temperature, matter	Hatch, chick, life cycle, incubator, offspring	Stem, root, petal, caterpillar, lifecycle	Environment, pollution, habitat, recycle, community

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	**Once Upon A Rhyme**		**A Royally Good Time**	**A Jolly Good Egg**	**Ready, Steady, Grow!**	**When I Grow Up…**
Understanding the World (Past and Present) Focus Objectives (Early Learning Goals and Development Matters)	Comments on images of familiar situations in the past. Is able to compare and contrast characters from stories, including figures from the past.			Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class (ELG) Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG) Talks about the lives of the people around him/her and their roles in society (ELG)		
Understanding the World (Past and Present) Key Learning ('I can' statements)	I can talk about who is in my family.	I can talk about pictures of my family celebration.	I can talk about our current king. I can talk about a British queen from the past (Queen Elizabeth II)			I can talk about myself in a picture from the past (baby).
Understanding the World (Past and Present) Texts to support learning	Each Peach Pear Plum Goldilocks and the Three Bears The Elves and the Shoemaker Traditional Nursery Rhymes	We're Going on a Bear Hunt- Michael Rosen The Pirates Are Coming When I Was a Fairy The Complete Book of Flower Fairies	Katie in London This is London The Queen's Knickers The Tiger That Came to Tea	Rosie's Walk The Little Red Hen The Tale of Jemima Puddle-Duck	Tadpole's Promise The Tale of Peter Rabbit	Burglar Bill Cops and Robbers What do people do all day? When I grown up Once there were Giants Grandma's Bill Coming to England
Vocabulary Tier 1 Tier 2 Tier 3	Mum, dad, baby, brother, sister	Family, party, photo, happy, dress	King, queen, crown, family, old			Baby, family, grow, old, job
	Family, remember, describe, compare, different	Celebrate, remember, describe, imagine, compare	Past, present, compare, remember, different			Remember, describe, change, compare, future
	Generation, relative, ancestor, past, history	Character, adventure, setting, fairy, pirate	Monarch, royal, reign, history, succession			Past, timeline, generation, history, community

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	**Once Upon A Rhyme**		**A Royally Good Time**	**A Jolly Good Egg**	**Ready, Steady, Grow!**	**When I Grow Up…**
Understanding the World (People, Culture and Communities) Focus Objectives (Early Learning Goals and Development Matters)	Explores the natural world around them.	Is able to draw information from a simple map.	Is able to draw information from a simple map. Recognises some similarities and differences between life in this country and life in other countries.	Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG)	Is able to explain some similarities and differences between life in this county and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps (ELG). Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG)	
Understanding the World (People, Culture and Communities) Key Learning ('I can' statements)		I can draw a picture of my house. I can describe where I live. I can draw a map of important places to me in my local area. I can talk about important places to me in my local area. I know that I live in Bourne/Colsterworth, in England.	I can draw a map of London with some key landmarks. I can compare a British tea party celebration to a Chinese New Year celebration.	I can talk about what I saw on the farm.	I can talk about crops that grow in the UK and abroad.	
Understanding the World (People, Culture and Communities) Field Work		Autumn walk around school.	Winter walk around school.	Trip to farm. Spring walk around school.	Planting	
Vocabulary Tier 1 Tier 2 Tier 3		house, home, road, shop, school	map, London, tea, food, China	farm, cow, sheep, field, tractor	crop, farm, plant, food, fruit	
		describe, locate, explore, compare, direction	compare, describe, celebrate, similar, different	observe, describe, notice, explore, compare	compare, different, similar, country, grow	
		map, village, location, community, England	landmark, culture, tradition, festival, community	animal, habitat, farmyard, environment, livestock	harvest, agriculture, climate, environment, vegetation	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	**Once Upon A Rhyme**		**A Royally Good Time**	**A Jolly Good Egg**	**Ready, Steady, Grow!**	**When I Grow Up…**
Understanding the World (RE) Focus Objectives (Early Learning Goals and Development Matters)	Talks about members of his/her immediate family and community. Names and describes people who are familiar to him/her.	Recognizes that people have different beliefs and celebrate special times in different ways.			Understands that some places are special to members of his/her community.	Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class (ELG)
Understanding the World (RE) Key Learning ('I can' statements) End of unit expectations	LAS: Which people, stories and events are special to me? Why do Christians perform Nativity plays at Christmas?		What do I know about Easter and Holi?		Why are some places and objects sacred?	
	I can talk about different groups in my life and what it means to belong to them. I can describe ways in which people come together to celebrate special events e.g. the birth of a baby. I can explain why Christmas is special for Christians and Diwali is special for Hindus. I can talk about the kind of things people do to celebrate Christmas and Diwali, including in school. I know some stories which are important to Christians and Hindus and what people do to remember the stories of the Nativity and Rama and Sita.		I can talk about ways in which people come together to celebrate special events. I know why Easter is special for Christians and why Holi is special for Hindus. I can talk about what people do to celebrate Easter and Holi. I can talk about how stories are linked to the celebrations of Easter and Holi.		I can talk about why places of worship matter to people, I can think about things that make some places, and the objects inside them, sacred or holy. I can explore symbols and objects/artefacts in places of worship which have special meaning for believers, e.g. a Christian cross or Hindu deity. I can explain how I felt when I was inside somewhere sacred. I can talk about what things are similar in a church and a mandir and which things are different.	
Vocabulary Tier 1 Tier 2 Tier 3	family, group, baby, gift, story		egg, colour, family, story, share		church, mandir, cross, statue, prayer	
	celebrate, special, belong, remember, tradition		celebrate, special, remember, tradition, festival		special, compare, respect, meaning, similar	
	Christian, Hindu, festival, nativity, Diwali		Christian, Hindu, Easter, Holi, resurrection		sacred, symbol, worship, artefact, holy	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	**Once Upon A Rhyme**		**A Royally Good Time**	**A Jolly Good Egg**	**Ready, Steady, Grow!**	**When I Grow Up…**
Expressing Arts and Design (Creating with Materials) Focus Objectives (Early Learning Goals and Development Matters)	Creates collaboratively, sharing ideas, resources and skills.	Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings.	Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them.		Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) Shares his/her creations, explaining the process he/she has used (ELG)	
Expressing Arts and Design (Creating with Materials) Key Learning ('I can' statements)	I can work with a friend to make art. I can use pens and pencils appropriately. I can use scissors and glue to cut and stick.	I can use different materials to make art. I can create artwork inspired by Van Gogh: Starry Night I can name primary colours. I can mix primary colours and name secondary colours.	I can use different techniques to make art. I can create artwork inspired by Stephen Wiltshire (London skylines).	I can try improve my art skills/work. I can use joining techniques to create a 3D dinosaur	I can think about what materials I need for my artwork and why. I can say what techniques I have chosen and why. I can create a collage inspired by Van Gogh: Sunflowers I can create observational drawings of caterpillars.	I can compare my work to someone else's and say what I like. I can say how I would improve my work. I can create artwork inspired by Van Gogh: Self Portrait I can create a pattern print.
Vocabulary Tier 1 Tier 2 Tier 3	draw, cut, stick, pen, glue	paint, colour, blue, red, yellow	draw, line, shape, look, colour	make, join, cut, stick, shape	draw, colour, paper, paint, flower	art, look, colour, like, change
	create, share, design, choose, help	create, mix, experiment, choose, design	improve, create, change, develop, refine	improve, create, develop, change, refine	choose, explain, create, observe, describe	compare, improve, explain, describe, reflect
	collaborate, materials, technique, resources, skills	primary colours, secondary colours, texture, artist, technique	technique, detail, landscape, skyline, artist	3d, structure, sculpture, technique, model	collage, texture, technique, materials, observational	portrait, print, pattern, technique, texture

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	**Once Upon A Rhyme**		**A Royally Good Time**	**A Jolly Good Egg**	**Ready, Steady, Grow!**	**When I Grow Up…**
Expressing Arts and Design (Being Imaginative and Expressive) Focus Objectives (Early Learning Goals and Development Matters)	Listens attentively, moves to and talks about music, expressing his/her feelings and responses.	Watches and talks about dance and performance art, expressing his/her feelings and responses. Sings in a group or on his/her own, increasingly matching the pitch and following the melody.	Sings a range of well-known nursery rhymes and songs (ELG) Is able to develop storylines in his/her pretend play. Explores and engages in music making and dance, performing solo or in groups.		Performs songs, rhymes, poems and stories with others, and -when appropriate- tries to move in time with music (ELG) Makes use of props and materials when role playing characters and narratives in stories (ELG)	Invents, adapts and recounts narratives and stories with peers and his/her teachers (ELG)
Expressing Arts and Design (Being Imaginative and Expressive) Taught Schemes	Music taught throughout the year by Lincolnshire Music Service. Children to receive the equivalent of 2/3 full terms music teaching.					
Expressing Arts and Design (Being Imaginative and Expressive) Key Learning ('I can' statements)	*I can say what I think about music I have heard.* I can sing 3 nursery rhymes.	I can watch a performance (Nativity) and say what I think about it I can sing songs with my class - Nativity *I can act out a familiar story with a beginning, middle and end*	I can make using different instruments to create a rhythm.	*I can dance with my friends.* I can make sounds with different instruments. I can say which instrument I like best and why.	*I can act out a familiar story with my friends (TBC)* I can use instruments to explore tempo.	I can record my music. I can explain what my annotations mean. *I can act out my own story with my friends.* .
Vocabulary Tier 1 Tier 2 Tier 3	sing, song, loud, quiet, happy	sing, act, song, story, dance	song, sing, dance, music, play	dance, move, sound, loud, drum	story, act, play, prop, fast, slow	music, story, sound, act, friend
	describe, feelings, respond, listen, compare	perform, describe, respond, sequence, imagine	perform, imagine, create, develop, express	choose, describe, explain, compare, perform	pretend, imagine, create, perform, sequence	create, explain, describe, imagine, perform
	rhythm, melody, tempo, beat, dynamics	character, melody, pitch, expression, performance	rhythm, melody, character, storyline, instrument	instrument, rhythm, percussion, melody, tempo	character, narrative, tempo, instrument, rhythm	recording, annotation, composition, symbol, narrative

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	**Once Upon A Rhyme**		**A Royally Good Time**	**A Jolly Good Egg**	**Ready, Steady, Grow!**	**When I Grow Up…**
Personal Development Computing: Online Safety	Sept – *Self image and identity* I can name 3 emotions (uncomfortable, embarrassed and upset) I can say what online means. I can say please stop. October – *Health, well-being and lifestyle* I can talk about our e-safety charter I know how to stay safe when using technology	November – *Online bullying* I can describe ways that some people can be unkind online.	January – *Online relationships* I can talk about ways to communicate. Book: Webster' email	March – *Online reputation* I can name two devices that can connect to the internet.	April/May - *Managing online information* I can talk about how to find information online.	June – *Privacy and security* I can name two pieces of personal information (name, address, birthday, age, location) I can say who I can trust with my personal information. July – *Copyright and ownership* I know that work I create belongs to me. I can name my work so others know it belongs to me.
Festivals, Celebrations and Themed Events	Rosh Hashanah Harvest Festival Eid ul Adha All Saints Day Halloween	Guy Fawkes/Bonfire Night Rememberance Sunday Diwali St Andrew's Day Advent and Christmas Thanksgiving Hanukah Road Safety Week	Chinese New Year St Valentine's Day Shrove Tuesday	St David's Day Holi Mothering Sunday St Patricks' Day Easter Baisakhi Sport Relief	St George's Day May Day Ramadan	Father's Day Eid ul Fitr Summer solstice
Special Events		Pirate Day Nativity Children in Need	Royal Dress Up Day Scone baking Tea party	World Book Day Easter Eggstravaganza Chick/Duck Hatching Sport Relief	Sports Day Caterpillar hatching	Y1 transition Nyansakia day
Visits				Greatwood Farm		Local area visit?
Visitors		SciFest Lollipop Man- Road Safety	Mrs Wong- Chinese New Year			Community people who help us- police, fire, dentist, hairdresser, chef