



	COMMUNICATION AND LANGUAGE	<p>Activity: From first page, what can they see/hear/smell and how does it make them feel? Scribe answers for display</p> <p>Skills: Understand how to listen carefully and why listening is important.</p> <p>Library: how to use the books,</p>	<p>Activity: Speaking and listening, what animals may she in encounter and how would she travel? How would we describe her?</p> <p>Skills: Ask questions to find out more and to check they understand what has been said to them.</p> <p>Library: how to use the books,</p>	<p>Activity: Who do you go to visit? Thinking about our family tree recording in the book parents to bring in photos, grandparents to come in and talk</p> <p>Skills: Listen to and talk about stories to build familiarity and understanding.</p> <p>Library: library behaviour</p>	<p>Activity: what can they see/hear/smell and how does it make them feel? Scribe answers for display</p> <p>Skills: Articulate their ideas and thoughts in well-formed sentences.</p> <p>Library: how to put books back how to find them</p>	<p>Activity: Role play the different parts of the story talking about our favourite part</p> <p>Skills: Describe events in some detail.</p> <p>Library: how to put books back how to find them</p>	<p>Activity: Talking about the book focussing on book language</p> <p>Skills: Listen to and talk about stories to build familiarity and understanding.</p> <p>Library: nonfiction and fiction</p>	<p>Activity: Sequence the different members of the family from the story focus on the language of how they are related</p> <p>Skills: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Library: Authors and illustrators</p>	<p>Activity: Children to be aware of where they belong to or visited and also find out where their friends are from?</p> <p>Skills: Understand how to listen carefully and why listening is important.</p> <p>Library: Authors and illustrators</p>	<p>Activity: Learning about Africa.</p> <p>Skills: Ask questions to find out more and to check they understand what has been said to them.</p> <p>Library: parts of a book e.g. contents, pages, index</p>	<p>Activity: Talking about African animals and naming their babies.</p> <p>Skills: Links statements and sticks to a main theme or intention.</p> <p>Library: Exploring nonfiction books to find information on Africa and animals.</p>	<p>Activity: If I went to Africa, I would.....</p> <p>Skills: Links statements and sticks to a main theme or intention.</p> <p>Library: parts of a book e.g. contents, pages, index</p>
	MATHS	<p>Counting backwards</p> <p>Skill: Link the number symbol (numeral) with its cardinal number value.</p>	<p>Number bonds to 5 practical activities and recording in books.</p> <p>Skill: Automatically recall number bonds for numbers 0-5</p>	<p>Composition of number 6 to 10</p> <p>Skill: Explore the composition of numbers to 10.</p>	<p>Maths Week – Money Looking at coin, ordering the value of coins, making amounts.</p>	<p>Number bonds to 10 Recording books</p> <p>Skill: Automatically recall number bonds for numbers 0-5 and some to 10.</p>	<p>Number bonds to 10 whole/part recording in the book</p> <p>Skill: Automatically recall number bonds for numbers 0-5 and some to 10.</p>	<p>Counting in 2s Practical and record</p> <p>Skill: Explore and represent patterns in numbers up to 20</p>	<p>Counting in 10s Practical and record</p> <p>Skill: Explore and represent patterns in numbers up to 100</p>	<p>Counting in 5s Practical and record</p> <p>Skill: Explore and represent patterns in numbers up to 100</p>	<p>Time Telling the time to O'clock</p> <p>Skill: Measure short periods of time in simple ways</p>	<p>3D Shapes practical and recording</p> <p>Skill: Selects a particular named shape.</p>
	UNDERSTANDING THE WORLD	<p>Object Box: Collect a box of Indian objects and artefacts.</p> <p>Skill: Compare and contrast characters from stories, including figures from the past.</p>	<p>Remembers and talks about significant events in their own experiences</p> <p>Skill:</p>	<p>Finding India on the world map. Looking at the famous places in India. Key person from India</p> <p>Skill: Draw information from a simple map.</p>	<p>Finding India on the world map. Looking at the famous places in India. Key person from India</p> <p>Skill: Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Celebrating Chinese new year</p> <p>Skill: Name and describe people who are familiar to them.</p>	<p>Making comparisons with the character in the focus text</p> <p>Skill: Looks closely at similarities, differences, patterns and change.</p>	<p>Sharing our significant experiences with our family</p> <p>Skills: Enjoys joining in with family customs and routines.</p>	<p>What make me and my family special</p> <p>Skills: Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>Finding Africa on the world map.</p> <p>Skills: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Looking at where different animals live and why</p> <p>Skills: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Looking at where different animals live and why</p> <p>Skills: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>

	PHYSICAL DEVELOPMENT	<p>Unit 1 – Dance</p> <p>Explore colour stimulus using a range of actions. Choreograph a short sequence combining a range of actions.</p> <p>Describe how the actions relate to the stimulus.</p> <p>Skill:</p> <p>I can explore my colour using actions. I can choose two actions which relate to my colour. I can link my actions to make a short sequence.</p>	<p>Unit 1 – Dance</p> <p>Explore animal stimulus using a range of levels and direction. Choreograph a short sequence combining range levels and directions. Demonstrate ability to work with others to develop a sequence.</p> <p>Skill:</p> <p>I can perform using different levels and directions.</p> <p>I can create a short sequence using an animal theme</p>	<p>Unit 1 – Dance</p> <p>Explore the “theme park” stimulus using unison and canon. Choreograph a short sequence combining unison and canon. Demonstrate the ability to perform a sequence in a group or with a partner using unison and canon</p> <p>Skill:</p> <p>I can perform a sequence using unison and canon.</p> <p>I can work with a partner or group to perform unison and canon</p>	<p>Unit 1 – Dance</p> <p>Explore the season theme using expression and creativity. Choreograph a short sequence with an awareness of expression. Demonstrate understanding and knowledge of how to compose a sequence</p> <p>Skill:</p> <p>I can use expression to improve my performance.</p> <p>I can express a season of the year through my dance</p>	<p>Unit 1 – Dance</p> <p>Explore the transport theme using dynamics. Choreograph a short sequence combining a range of dynamics. Demonstrate some knowledge of dance composition</p> <p>Skill:</p> <p>I can show changing movements in my actions. I can give an example of a transport action. I can create a sequence with transport actions.</p>	<p>Unit 1 – Manipulation and Coordination</p> <p>Lesson 2</p> <ul style="list-style-type: none"> Roll a ball Pat a ball Throw a ball <p>Skill: To be able to move a ball.</p>	<p>Unit 1– Manipulation and Coordination</p> <p>Lesson 5</p> <ul style="list-style-type: none"> Send an object Choose how to send Explain what it means to send <p>Skill: To be able to send and receive an object.</p>	<p>Unit 1– Manipulation and Coordination</p> <p>Lesson 6</p> <ul style="list-style-type: none"> Touch targets Slide a beanbag Stop a beanbag <p>Skill: To be able to listen and respond, using hands and feet.</p>	<p>Unit 2– Manipulation and Coordination</p> <p>Lesson 2</p> <ul style="list-style-type: none"> Move small and large balls Perform in a group Roll/push a ball <p>Skill: To be able to perform a variety of collecting, moving and placing actions.</p>	<p>Unit 2– Manipulation and Coordination</p> <p>Lesson 5</p> <ul style="list-style-type: none"> Jump over a skip Use a variety of jumps Use a skipping rope <p>Skill: To be able to practise and perform a variety of skips.</p>	<p>Unit 2– Manipulation and Coordination</p> <p>Lesson 6</p> <ul style="list-style-type: none"> Roll a hoop Control the speed Spin a hoop <p>Skill: To be able to roll, spin, rotate, throw and catch hoops</p>
	EXPRESSIVE ARTS AND DESIGN	<p>Activity:</p> <p>Act out the first scene of No Dinner!</p> <p>Skills:</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Kapow Music Exploring Sounds:</p> <p>Lesson 1 – Vocal sounds</p> <p>Little Miss Muffet Learn rhymes, poems and songs.</p> <p>FF</p>	<p>Activity:</p> <p>Creating their own props to retell the story-No Dinner!</p> <p>Skills:</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Kapow Music Exploring Sounds:</p> <p>Lesson 2 – Body sounds</p> <p>Little Bo Peep</p>	<p>Activity:</p> <p>Free painting of the story- -own ending to story</p> <p>Skills:</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Kapow Music Exploring Sounds:</p> <p>Lesson 3 – Instrumental sounds</p> <p>FF</p>	<p>Activity</p> <p>Use the musical instruments to help retell the story.</p> <p>Skills:</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Kapow Music Exploring Sounds:</p> <p>Lesson 4 – Environmental sounds</p> <p>FF</p>	<p>Activity:</p> <p>Acting out the story using the props.</p> <p>Skills:</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Kapow Music Exploring Sounds:</p> <p>Lesson 5 – Nature sounds</p> <p>FF</p>	<p>Activity:</p> <p>To design & make an African print to make our bookmark.</p> <p>Skills:</p> <p>Realises tools can be used for a purpose.</p> <p>Kapow Music Musical Stories:</p> <p>Lesson 1 – moving to music</p>	<p>Activity:</p> <p>To design & make an African print to make our bookmark.</p> <p>Skills:</p> <p>Realises tools can be used for a purpose.</p> <p>Kapow Music Musical Stories:</p> <p>Lesson 2 – story telling with actions</p>	<p>Activity:</p> <p>Listen to and move to African music</p> <p>Skills:</p> <p>Initiates new combinations of movement to express and respond to music.</p> <p>Kapow Music Musical Stories:</p> <p>Lesson 3 – using instruments to represent action</p> <p>FF</p>	<p>Activity:</p> <p>Free painting of your favourite African animal</p> <p>Skills:</p> <p>Explores what happens when they mix colours.</p> <p>Kapow Music Musical Stories:</p> <p>Lesson 4 – musical storey composition</p> <p>FF</p>	<p>Activity:</p> <p>Making African animal masks</p> <p>Skills:</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Kapow Music Musical Stories:</p> <p>Lesson 5 – musical story performance</p> <p>FF</p>	<p>Activity:</p> <p>Easter cards and activities.</p> <p>Skills:</p> <p>Realises tools can be used for a purpose.</p> <p>Kapow Music Musical Stories:</p> <p>class reflections</p>
	BRITISH VALUES	Morals and mutual respect	Tolerance of those with different faiths and beliefs	Tolerance of those with different faiths and beliefs	Tolerance of those with different faiths and beliefs	Tolerance of those with different faiths and beliefs	Mutual respect, helping each other	Mutual respect, helping each other	Group roles	Group roles	Achieve our goals and targets	Achieve our goals and targets

	PERSONAL, SOCIAL AND EMOTIONAL	Dreams and Goals Jigsaw Scheme	Dreams and Goals Jigsaw Scheme	Dreams and Goals Jigsaw Scheme	Dreams and Goals Jigsaw Scheme	Dreams and Goals Jigsaw Scheme	Healthy Me Jigsaw Scheme	Healthy Me Jigsaw Scheme	Healthy Me Jigsaw Scheme	Healthy Me Jigsaw Scheme	Healthy Me Jigsaw Scheme	Healthy Me Jigsaw Scheme
		Challenge	Never giving up	Setting a goal	Obstacles and support	Flight to the future	Everybody's body	We like to move it, move it!	Food, glorious food!	Sweet dreams	Keeping clean	Stranger danger
		Learning Intention: I understand that if I persevere, I can tackle challenges.	Learning Intention: I can tell you about a time I didn't give up until I achieved my goal.	Learning Intention: I can set a goal and work towards it.	Learning Intention: I can use kind words to encourage people.	Learning Intention: I understand the link between what I learn now and the jobs I might like to do when I am older.	Learning Intention: I understand that I need to exercise to keep my body healthy	Learning Intention: I understand how moving and resting are good for my body	Learning Intention: I know which foods are healthy and not so healthy and can make healthy eating choices	Learning Intention: I know how to help myself go to sleep and understand why sleep is good for me	Learning Intention: I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet	Learning Intention: I know what a stranger is and how to stay safe if a stranger approaches me
		Skills: To know what it means to not give up and to keep on trying. -Link to school values.	Skills: I can share my experiences with others. -Link to school values.	Skills: To know what it means to set a goal and work towards meeting it. -Link to school values.	Skills: I know how I can offer support through using kind words. -Link to school values.	Skills: I understand if I work hard now it will help to do what I want when I am older. -Link to school values.	Skills: I can say why it is important to be active.	Skills: I know how to look after my body through the effects of exercise.	Skills: I know how to make healthy food choices and why.	Skills: I understand that my body needs the right amount of sleep to help me carry out my daily routines.	Skills: I know why I need and how to wash my hands.	Skills: I understand what a stranger is and dangers of strangers. I know how to get help if I am approached by a stranger.
	OUT OF SCHOOL TRIPS											
	IN SCHOOL WORKSHOPS								5 th March - African Drumming Workshop			