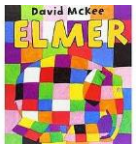

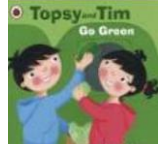
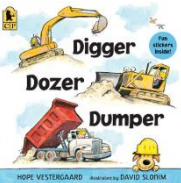
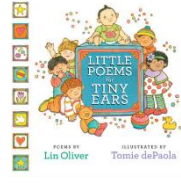
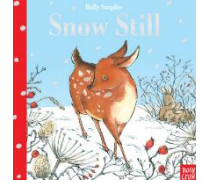

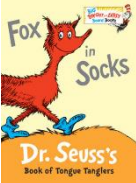
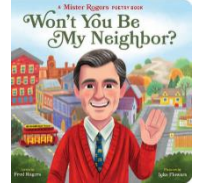


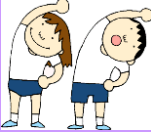











	AUTUMN 1 6 weeks	AUTUMN 2 7 ½ weeks	SPRING 1 6 weeks	SPRING 2 5 weeks	SUMMER 1 6 weeks	SUMMER 2 8 weeks
THEME	Journeys	Lights and Sounds	Once Upon a Time	Out of this world	Around the World	Superheroes
Key Texts	Meeko and the Little Nursery Ten Little Pirates Dino's on the Bus I'm the Tractor Driver Let's go on a Digger We're going on a Bear Hunt	The Very lonely Firefly Handa's Noisy night Good Day, Good Night How about a night out? When it snows The Christmas Story by Dick Bruna Lucy and Tom at Christmas	Humpty Dumpty Jack and Jill Little Red Riding Hood The Frog Prince	Princess Smartypants King Jack and the Dragon Billy and the Dragon The Gruffalo No-Bo!	Hairy McClairy Rosie's Walk Elmer Hooray for Fish What's the time Mr Wolf The Hungry Caterpillar	Dinosaur Police Ten Little Superheroes Superbat Pom Pom is super SuperDuck My Mum the Superhero I'm a Superhero
Our World Values	We are all different! Valuing myself and others What is special about me What is special about other people		Is it Fair? Being Kind Following rules Sharing and taking turns		Planet Protectors: Living things and their needs Showing care for plants and wildlife	
						
Poetry						
Communication and Language	Ongoing and Everyday Skills and Knowledge					
Listening, Attention and Understanding	<p>I am learning to: Enjoy listening to longer stories and remember much of what happens. Use a wider range of vocabulary. Use a question or instruction that has two parts. Understand why questions Sing a repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication Use longer sentences of four to six words. Express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play</p>					
Speaking						
Personal, Social and Emotional Development	Ongoing and Everyday Skills and Knowledge					
Self-regulation Managing Self Building Relationship	<p>I am learning to: Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in a safe context of their setting. Show more confidence in a new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings. Begin to understand how others might be feeling.</p>					
						

	AUTUMN 1 6 weeks	AUTUMN 2 7 ½ weeks	SPRING 1 6 weeks	SPRING 2 5 weeks	SUMMER 1 6 weeks	SUMMER 2 8 weeks
THEME	Journeys	Lights and Sounds	Once Upon a Time	Out of this world	Around the World	Superheroes
	<p>Relationships: Families and Friendships Talk about their family members. Play alongside other children. With support share resources and toys. Be more outgoing with unfamiliar children/adults. Use words to explain how they are feeling.</p>	<p>Relationships: Safe Relationships Know that I need to stay close to an adult when walking around the school. Begin to play with another child. Begin to share and take turns. Begin to say no when they do not want to do something</p> <p>Relationships: respecting ourselves and others Know when another child is upset or angry. Begin to understand why they might be feeling that way. To say please and thank you</p>	<p>Living in the wider world: Belonging to a community Know the classroom rules. Know why we have classroom rules.. Know right from wrong. Begin to choose the right behaviour without an adult. Begin to play with other children.</p>	<p>Living in the wider wide: Media Literacy and digital resilience Know appropriate games to play online. Know that it is important to limit the time spend using technology</p> <p>Living in the wider world: Money and work Know about different jobs in the community.</p>	<p>Health and Wellbeing: Physical health and Mental wellbeing Identify and name healthy foods. Eat a range of healthy foods. Manage my own personal hygiene when going to the toilet. Wash hands after using the toilet. Know that sleep is important to keeping healthy. Know that exercise is important to keeping me healthy. Know how to keep safe in the sun.</p>	<p>Health and Wellbeing: Growing and Changing Identify different body parts. Identify how I have changed since being a baby.</p> <p>Health and Wellbeing: Keeping Safe Name some of the key workers who keep us safe. Show an understanding how to cross a road safely and be a safe pedestrian. Know how to keep safe online.</p>
<p>Physical Development Gross Motor</p> 	<p>Moving: Walk confidently, negotiating obstacles. Run confidently, negotiating obstacles. Crawl through tunnels and along different surfaces. Balance confidently on a range of equipment. Ride scooters and trikes. Climb steps and stairs using alternate feet.</p>	<p>Moving: Run confidently, negotiating obstacles. Crawl through tunnels and along different surfaces. Balance confidently on a range of equipment. Ride scooters, trikes and balance bikes. Climb steps and stairs using alternate feet.</p>	<p>Ball Skills: Rolling a ball using my hands. Roll a ball to my partner. Receive a ball that has been rolled to me. Kick a large ball standing still. Begin to kick a large ball whilst moving. Receive a ball with my feet. Use an underarm throw. Begin to use an overarm throw. Know how to catch a ball that has been thrown.</p>	<p>Gymnastics: Confidently balance on a plank lying flat. Begin to balance on an uphill/downhill plank. Know how to jump appropriately to keep myself safe. With support jump and land appropriately.</p>	<p>Dance: Move to music. Skip, hop and stand on one leg. Remember a short sequence to music.</p>	<p>Athletics: Know how to run on a track. Run with speed and direction. Begin to work as a small team to obtain a goal.</p>
<p>Physical Development Fine Motor</p> 	<p>Crossing the mid-line: Draw a horizontal line across a page without having to switch hands. Sits cross legged on the carpet. Thread small beads onto a string. Complete a tap a shape picture.</p> <p>Hand and Finger Strength Presses on a frog hopper with each digit on dominant hand. Picks up small objects such as a coin with pincer grip. Turns coins with held with all five fingers without dropping. Moves coin from palm to pincer grip. Threading, sewing, pouring, stirring, dancing the scarves, using spray bottles, dressing and undressing dolls</p>					
<p>Physical Development Fine Motor: Scissor Skills</p>	<p>I am learning to: Hold scissors, learning how to open and close the blades. Start snipping paper.</p>	<p>I am learning to: Snip paper with scissors moving forward</p>	<p>I am learning to: Cut straight lines</p>	<p>I am learning to: Cut a curved line</p>	<p>I am learning to: Cut circle shapes</p>	<p>I am learning to: Cut square shapes</p>
<p>Physical Development Handwriting</p> 	<p>Handwriting Use large-muscle movements to wave flags and streamers. Use large-muscle movements to paints and draw. Make marks to music</p>	<p>Handwriting Use large-muscle movements to wave flags and streamers. Use large-muscle movements to paints and draw. Make marks to music</p>	<p>Penpals: Developing patterns Use a comfortable grip with good control to hold a pencil. Pattern Making. Investigating dots. Investigating straight lines and crosses</p>	<p>Penpals: Developing patterns Use a comfortable grip with good control to hold a pencil. Investigating circles. Investigating curves, loops and waves. Investigating joined lines and angled patterns. Trace letters from name starting and finishing in the right place.</p>	<p>Penpals: Developing patterns Use a comfortable grip with good control to hold a pencil. Investigating eights and spirals. Copy letters from name, starting and finishing in the right place.</p>	<p>Focus: Forming Letters Use a comfortable grip with good control to hold a pencil. Begin to form letters from name independently. Forms long legged ladder letters correctly</p>
<p>Literacy Comprehension</p>	<p>I am learning to: Enjoy looking at books. Enjoys listening to stories. Enjoys rhyming books and nursery rhymes.</p>	<p>I am learning to: Know how to hold a book the correct way around. Know how to turn the pages from front to back. Know that the words in the book have meaning</p>	<p>I am learning to: Know the names of the different parts of a book. Know that we read English text from left to right and from top to bottom.</p>	<p>I am learning to: Name the characters in a story that has been read to me. Talk about the story, beginning to recall the beginning, middle and end.</p>	<p>I am learning to: Recall the beginning, middle and end of a story. Say what I liked and didn't like about a story.</p>	<p>I am learning to: Engage in extended conversations about stories, learning new vocabulary.</p>
<p>Literacy Writing</p> 	<p>I am learning to: Holds mark making tools. Draws freely</p>	<p>I am learning to: Begins to draw recognizable objects and names what has been drawn</p>	<p>I am learning to: Uses scribble writing moving from left to right. Draws recognizable pictures</p>	<p>I am learning to: Traces letters in name, starting and finishing in the right place. Gives meaning to scribble writing</p>	<p>I am learning to: Copies letters in name, starting and finishing in the right place. Writes some letters of their name independently. Uses letters strings moving from left to right and moving down the page</p>	<p>I am learning to: Writes letters in forename independently. Forms long legged ladder letters correctly. Writes taught sounds when writing</p>
<p>Literacy Word Reading</p>	<p>I am learning to: Hear and names a variety of sounds</p>	<p>I am learning to: Spots words that rhyme</p>	<p>I am learning to: Recognise words with the same initial sound</p>	<p>I am learning to: Identify an object when orally segmented</p>	<p>I am learning to: Identify an object when orally segmented</p>	<p>I am learning to: Orally blends CVC words. Orally segments CVC words</p>

	AUTUMN 1 6 weeks	AUTUMN 2 7 ½ weeks	SPRING 1 6 weeks	SPRING 2 5 weeks	SUMMER 1 6 weeks	SUMMER 2 8 weeks
THEME	Journeys	Lights and Sounds	Once Upon a Time	Out of this world	Around the World	Superheroes
		Recognise words with the same initial sound	Clap syllables in a word Suggest a matching rhyming word	Says the initial sound in a word Names the pictures on Set 1 sound cards	Orally blends sounds into words Begins to orally segment CVC words into sounds Know the first 16 set 1 single sounds	Know the first 25 set 1 single sound. Begin to blend sounds to read simple CV and CVC words
Maths Number Numerical Patterns 	I am learning to: Verbally count to 5 Subitise to 2 Represent quantities to 2 on fingers Know how to count objects accurately Count up to 3 objects correctly Know when objects are the same Find objects that are the same Match objects into pairs. Find an object that is different from another Talk about why it is different. Sort objects into two groups. Know when there are more and fewer.	I am learning to: Count objects and sounds accurately to 5 Verbally count to 10 Say number names backwards Know that I have 5 fingers on one hand Subitise to 4 Revisit more than or fewer than by looking Use fingers to represent quantities to 5 Begin to recognize numerals to 3 Order numbers to 3	I am learning to: Use my fingers to quickly show quantities to 5 Count 5 objects accurately. Count backwards from 5. Recognise numerals to 5 Match numerals to quantities to 5 Order numbers to 5 Help to build towers in order from 1-5 squares Use more than and fewer than to describe quantities Know when there are equal amounts	I am learning to: Use my fingers to show quantities to 5 Verbally count to 10 Verbally count backwards from 10 Order numbers to 5 Subitise to 5 Recognise numerals to 6 Know when there are more, fewer or equal amounts.	I am learning to: Count sounds Revisit rules of counting Count 6 objects accurately Use my fingers to show quantities to 6 Verbally count to 12 Count backwards from 10 Order numbers to 6 Recognise numerals to 7 Know when there are more, fewer or equal amounts	I am learning to: Verbally count to 15 Count backwards from 12 Count 10 objects accurately. Order numbers to 7 Recognise numerals to 7 Use my fingers to show quantities to 6
Maths SSM 	Patterns I am learning to: Say what the pattern is Continue an AB pattern.	Circles and Triangles I am learning to: Know that a circle has one curved side Recognise circles and triangle in the environment Know that a triangle has 3 straight sides. Identify and describe circles and triangles Positional Language I am learning to: Place an object given an instruction using positional language. Begin to use vocabulary to describe the position of an object.	Shapes with 4 sides I am learning to: Know that squares and rectangles have 4 straight sides and corners. Identify rectangles and squares in the environment. Build my own squares and rectangles.	Mass and Capacity I am learning to: Use language of size, mass and capacity. Compare and order objects by size, mass and capacity. Sequencing Events: I am learning to: Use vocabulary like morning, afternoon, evening, night time, earlier, later, first then, next, yesterday, tomorrow Begin to describe a sequence of events using these words	Length, height and time I am learning to: Identify when an object is taller or shorter Identify when an object is longer or shorter Compare and order objects by length and height	3D shapes I am learning to: Explore which shapes stack and which shapes roll and why. Build using a variety of shapes. Introduce names of 3D shapes
Understanding the World Science: The Natural World 	Animals and Plants Knowledge Knows the names of some animals – fish, badger, fox, hedgehog, spider, bird, worm, etc. Knows the names of some plants – grass, tree, flower, bush, reeds Skills Identify and names at least 3 animals I have found. Identifies and names at least 3 plants I have found. Talks about and asks questions about the plants and animals I have found e.g. the tree is big and tall, the leaves are green Humans Knowledge Know the names for body parts – head, legs, arms, stomach, bottom, feet, hands Skills Identifies and names the parts of my body	Changing States of Matter Knowledge To identify when water is ice. To know that ice will melt when not in a very cold place like a freezer. To know that water will freeze when it is very cold or put into a freezer Skills To compare water in its liquid form and solid form as ice – to identify 1 similarity and 1 difference between the two states. To observe what happens to ice when left at room temperature. To talk about the changes I have seen. To begin to use the scientific vocabulary of liquid and solid	Materials and their Properties Knowledge Know the use/purpose for some objects e.g. soap, knife and fork Knows how to use objects appropriately e.g. a ball is for rolling, throwing, catching Skills Talks about an object they have explored explaining what they have found out. Matches parts of objects together e.g. a lid on a teapot Operates mechanical toys e.g. turns the knob on a wind-up toy Forces Knowledge Knows that the water pushes up when I push an object into it. Knows the meaning of stretch, bend, snap Skills Talk about the forces I feel when exploring objects floating in the water. Talks about the forces I feel when different objects are/are not stretch, bent, snapped ect	Animals Knowledge Know the names of mini-beasts including ladybird, woodlice, caterpillar, worm, centipede, butterfly, snail Know the names of physical features of mini-beasts including legs, shell, wings, catching Skills Identifies and names mini-beasts through real life observations . Identifies and names 2 physical features of a mini-beasts. Compares mini-beasts – identifying 1 similarity and 1 difference Plants Knowledge Know the names of parts of a plant including – stem, leaves and flower Know how to plant a seed. Know how to look after a plant so that it will grow well Skills Identifies and names 3 different parts of a plant. Use what I know to look after a plant. Observe changes to the seed/ plant over time Draw pictures of what the plant looks like at different stages. Talk about how the seed has changed over time. Begin to identify some of the factors that will affect the growth of a plant e.g. water and sunlight.	Animals Knowledge Know the names of farm animals including dog, sheep, horse, pig, cow, duck, chicken etc. Know the names of physical features of animals including fur, paw, tail, hooves, mane, wool Skills Through observation of real life animals and photographs identifies and names animals. Identifies and names the physical features of different farm animals. Describes farm animals using appropriate scientific vocabulary . Compares different farm animals – referring to their physical features – identifies 1 similarity and 1 difference. Life Cycles Knowledge To know that animals, including humans grow and change over time and these are called stages. To know that I was a baby. To know that I will grow into an adult. To know that a chick starts as an egg, which grows into a chick and then an adult chicken. To know that a butterfly lays eggs, that turn into caterpillars that turn into butterfly. Skills	Materials and their Properties Knowledge Know the names of materials including wood, glass, metal and plastic Knows the names of some properties of materials – hard, soft, strong, breaks Skills Explores toys, naturally found objects and objects in their environment Identifies one material the objects is made from Identifies 1 property of a material through observation Explore shining light through materials. Forces Knowledge Know how to use a magnet. Knows when an object is attracted to a magnet. Knows when an object is repelled by a magnet. Skills Explores using a magnet to sort materials Talks about the magnetic attraction and repulsion Changing States of Matter Knowledge Know what a solid, liquid and gas look and feel like. Know that materials can change from a solid to liquid or liquid to solid Skills Identifies and names solids and liquids. Observes materials as they change.

	AUTUMN 1 6 weeks	AUTUMN 2 7 ½ weeks	SPRING 1 6 weeks	SPRING 2 5 weeks	SUMMER 1 6 weeks	SUMMER 2 8 weeks
THEME	Journeys	Lights and Sounds	Once Upon a Time	Out of this world	Around the World	Superheroes
					Observes the changes in the human life cycle through pictures and photographs. Observes the changes in a chick and butterfly through real-life observations. Begins to talk about the life cycles of humans, chicken and butterflies.	Talks about the changes they can see and feel.
Understanding the World Geography: The Natural World 	Seasonal Changes Knowledge Knows the names of Autumn and Winter. Knows that the current season is Autumn/Winter. Knows the names of different weather types Know the weather types associated with Autumn and Winter. Skills Observes and identifies the weather on a current day. Talk about and describe the weather in the current season.		Seasonal Changes Knowledge Know that the current season is Winter/ Spring Know which weather type is associated with Winter and Spring Skills Observes and identifies the weather on a current day. Talk about and describe the weather in the current season.		Seasonal Changes Knowledge Know that the current season is Spring/ Summer Know which weather type is associated with Spring and Summer Know the types of clothing I should wear in Summer Skills Describe how the weather has changed from Winter to Summer Dress appropriately for hot weather e.g sun hat and sun cream Knows why it is important to wear a sun hat in summer Begins to talk about the reasons for wearing certain clothes.	
	My Home and School Describe my home. Uses words to answer questions about where they live and their school, i.e. "I live in a house. I live with Mummy." Knows that they live in a house or flat and begins to talk about their home. Explore and observe our school environment using different senses. Talks about what they can see, hear, feel and smell when walking around the school grounds Knows the names for some plants and objects in the school environment Know how to treat the wildlife area with respect and care		My Local Area Knows that I live in a city called Southend-on-Sea. Describe a familiar route, i.e I walk to school. I see shops. Explores maps using hands and eyes. Experiments with physical resources, i.e., blocks to build fictional or places that are familiar to them, i.e., "This is a house. This Goldilocks houses. This is a bridge"		Hot and Cold Countries Knows that there are different countries in the world Talks and describes places they have visited Explore a hot and cold country looking a pictures, books, photographs and videos Name some differences between the countries. Name some similarities between the countries.	
Outdoor Learning Experiences	Splash in a puddle Do a leave rubbing Make a mud ball	Collect fire wood Sit around an open fire Make a windy day streamer	Find a bug Go on a scavenger hunt	Make a flower potion Make and wear a wild crown	Build a den Use a screw driver to tighten a screw	Go to the library Make a pine cone bee
Understanding the World History: Past and Present 	Changes within Living Memory: Growing Up Use time words and phrases such as a long time ago, then, now, yesterday, today Identify changes between me as a baby and myself now. Understands that some things have changed with the passing of time. Knows the main stages in the human life cycle. Talk about something that happened yesterday (a memory) To know that yesterday has happened			Changes within Living Memory: Identify that some pictures are from the past. To discuss photos from the past Talk about two events in chronological order. To compare yesterday and today Order the events of the day. Know what happened in the past. To begin to know that things change over time. Use past tense		Historical Enquiry Begin to answer how questions. Use historical objects in my play and exploration.
Understanding the World RE: People, Culture and Communities 	F1: Which stories are special and why? (Believing) Noah's Ark Know the story of Noah's Ark Know that Noah's Ark is a Christian Bible story. F4: What times are special and why? (Expressing) Harvest Knows that Harvest is a festival Know why Harvest is celebrated. Understands the importance of sharing food with those less fortunate. Diwali Explain how some Hindu's celebrate Diwali	F2: Which people are special and why? (Believing) Rama and Sita Know who Rama and Sita were Know that Noah's Ark is a Christian Bible story. Jesus Know that Christians believe that Jesus is the son of God F4: What times are special and why? (Expressing) Christmas Know that Christian's celebrate Christmas. Begin to know the Christmas story Explain how some Christian's celebrate Jesus's birthday.	F2: Which people are special and why? (Believing) Relative's Afternoon Tea Talk about people who are special to me Explain why grandparents or other relatives are special to me Enjoy spending time with grandparents or relatives. Celebrate with Grandparents F5: Being special: where do we belong? (Living) Chinese New Year Identify some of the ways that Chinese New Year is celebrated.	F1: Which stories are special and why? (Believing) The Easter Story Begin to know that Easter is a Christian celebration. Know some of the ways Christian's celebrate Easter F6: What is special about our world? (Living) Plants Identify and name different plants in my local environment. Describe what they look like. Know why they are special and why we need them	F6: What is special about our world? (Living)- Animals Identify and name animals in my local environment. Describe the features of animals. Know how and why they are special and important to our world.	F3: What places are special and why? (Expressing) Describe some places that are special to me My Special Places To think about a special place they have visited. To talk about places that are special. Explain why it is a special place.

	AUTUMN 1 6 weeks	AUTUMN 2 7 ½ weeks	SPRING 1 6 weeks	SPRING 2 5 weeks	SUMMER 1 6 weeks	SUMMER 2 8 weeks
THEME	Journeys	Lights and Sounds	Once Upon a Time	Out of this world	Around the World	Superheroes
Expressive Arts and Design Art: Creating with Materials	 <p>Drawing and Painting: Self-portraits Knows how to hold a pencil effectively. Knows how to hold a paintbrush effectively. Know what different shapes look like. Holds a pencil and paintbrush effectively to draw/paint lines and shapes. Knows how to clean a paintbrush effectively when using different colours. Uses observational skills to observe and draw features of a face e.g eyes, eyebrows, nose, mouth, hair, ears. Use observational skills to decide which colours are the most appropriate to use.</p>	<p>Jackson Pollock: Exploring Colour Know some facts about Jackson Pollock and the artwork he created. Know the type of art he created. Say what I like and don't like about his artwork. Recognise and name the primary colours. Create a piece of artwork in the style of Jackson Pollock.</p>	<p>Wassily Kandinsky: Lines and Shapes – Oil Pastels Know some facts about Wassily Kandinsky and the artwork he created. Know the type of art he created. Say what I like and don't like about his artwork Draw lines and circles. Colour within the lines. Create a piece of artwork in the style of Wassily Kandinsky Say what I like about my artwork.</p>	<p>Michelangelo: Clay Know some facts about Michelangelo and the artwork he created. Know the type of art he created. Say what I like and don't like about his artwork Know how to roll and shape clay Know how to create lines and shapes in clay using tools Create a piece of artwork in the style of Michelangelo Say what I like about my artwork. Say what I don't like about my artwork.</p>	<p>Claude Monet: Observational Drawings and Paintings Know some facts about Claude Monet and the artwork he created. Know the type of art he created. Say what I like and don't like about his artwork Draw and paint lines and shapes to represent plants and flowers. Use observational skills to observe the shapes. Create a piece of artwork in the style of Claude Monet Say what I like about my artwork. Say what I don't like about my artwork.</p>	
Expressive Arts and Design DT: Creating with Materials		<p>Structures: Construction Know how to use glue to join two materials together. Know how to use sticky tape to join materials together. Join my chosen materials together effectively.</p>	<p>Food Know that a wooden spoon is used for mixing. Combines ingredients by mixing ingredients with a wooden spoon.</p>	<p>Structures: Construction Design a flag Talk about how I am going to make my flag. Cut my chosen materials into shapes according to my design. Join my chosen materials together effectively. Decorate my product. Say what I like about my product.</p>	<p>Textiles Design how I will decorate my product Join fabric together to make a purse. Decorate my purse according to my design. Say what I like about my product. Say what I don't like about my product.</p>	<p>Food Know that a wooden spoon is used for mixing. Combines ingredients by mixing ingredients with a wooden spoon. Use a cutter to make a shaped biscuit Decorate my biscuit. Say what I like and don't like about my biscuit</p>
Expressive Arts and Design Music	<p>Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus Twinkle Twinkle Wind The Bobbin Up</p>	<p>Old MacDonald Five Little Monkeys 1,2,3,4,5, Once a caught a Fish Alive Five Little Ducks Hickory Dickory Dock</p>	<p>Rock-a-bye Baby If you're Happy and You Know ilt Head, Shoulders, Knees and Toes The Hockey Cockey Pat-a-cake</p>	<p>I'm a Little Teapot The Grand Old Duke of York Ring O'Roses This Old Man</p>		
	<p>I am learning to: Sing songs along with an adult.</p>	<p>I am learning to: Begin to remember songs and nursery rhymes. Sing the pitch of a tone sung by another person.</p>	<p>I am learning to: Remember songs and nursery rhymes. Sing the pitch of a tone sung by another person. Sing the melodic shape of familiar songs</p>	<p>I am learning to: Remember songs and nursery rhymes. Sing the pitch of a tone sung by another person. Sing the melodic shape of familiar songs Create my own songs</p>	<p>I am learning to: Explore playing different instruments</p>	<p>I am learning to: Play instruments with increasing control. Play instruments to express my feelings.</p>
Whole School Events	Multicultural Week	Remembrance Christmas Fair Nativity Performance	Book Week		Science Week Gemma's Farm Chicks	Health Week Sports Day
Parental Involvement	Curriculum Meeting	Nativity Performance Christmas Fair	Relative's Afternoon Tea	Share a book	Phonics Workshop	Library Visit