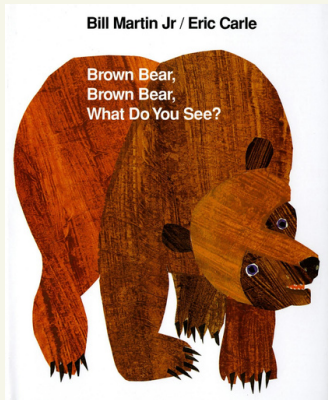
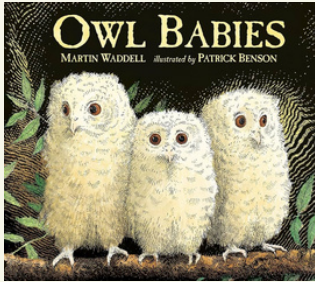


AUTUMN 1 – ALL ABOUT ME

LITERACY - CORE TEXT



RHYMES OF THE WEEK

Ring a ring a roses
Heads, shoulders, knees and toes
Wind the bobbin up
Humpty Dumpty
Miss Molly
1,2,3,4,5 once I caught a fish
alive
1, 2, buckle my shoe

MATHS

- Counting up to five:
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Learning basic shape names:

- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

PSED: LEARNING ROUTINES

- PESD-3&4-Increasingly follow rules, understanding why they are important.
- PESD-3&4-Remember rules without needing an adult to remind them.
- PESD-3&4-Develop their sense of responsibility and membership of a community.

Vocabulary: Rules, routine, teddy bear sitting, tidy up

HISTORY/UTW HOW HAVE I CHANGED?

- UTW-3&4-Begin to make sense of their own life-story and family's history.

Vocabulary: Change, grow, different, age, older, baby, toddler, child, teenager, adult, old person, elderly

EAD/ART

- EAD-Creating with materials- 3&4:
- Create closed shapes with continuous lines and begin to use these shapes to represent others.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.
- Show different emotions in their drawings – happiness, sadness, fear, etc.

Vocabulary: Draw, paint, pencil, pen, brush, paper, colour (names), mixing, line, shape, circle, square, rectangle, triangle, cut, stick, glue, tape, bumpy, smooth, spikey, eyes, nose, mouth, ears, hair, sound, loud, quiet, happy, sad, excited, tired, feelings.

UTW- GEOG WHERE I LIVE & AUTUMN

- UTW-3&4-Talk about what they see, using a wide vocabulary.
- UTW-3&4- Use all their senses in hands-on exploration of natural materials.
- UTW-3&4- Explore and talk about different forces they can feel.
- UTW-3&4-Talk about members of their immediate family and community.

Vocabulary: Community, live, house, flat, park, shop, station, library, school, etc. map, Autumn, season, change, leaves, fall, colours

DT

- EAD-3&4 year olds:
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.

Vocabulary: Tape, glue, join, materials, paper, card, tissue paper, thread, fabric, wool, cotton, junk modelling, recycling, window, door, roof, wall, strong, secure, stick, rough, smooth, bumpy, hard, soft, spiky, circle, square, rectangle, triangle.

UTW/RE ALL ARE WELCOME

- UTW-3&4-Continue developing positive attitudes about the differences between people

Vocabulary: Same, different, kind, include, friends, friendly

MUSIC

- EAD-3&4 year olds:
- Listen with increased attention to sounds.
- *Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- *Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

SCIENCE OUR BODIES

- PESD-3&4-Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
- PESD-3&4-Make healthy choices about food, drink, activity and toothbrushing.

Vocabulary: Body parts e.g. arm, leg, head, foot etc. healthy, unhealthy, teeth, toothpaste, brushing, toothbrush
Vocabulary taken from the PLAN document:

grow, change, baby, toddler, child, adult, old person, smell, taste, touch, feel, hear, see, blind, deaf.

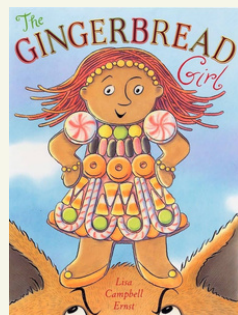
Expose children to supplementary vocabulary such as:
life cycle, senses, elderly, die (if appropriate)

COMPUTING

- Have opportunities to role play with a range of digital objects, such as keyboards, cash registered, calculators, etc...
- Operate and play with electronic devices and toys (torches, remote control cars, metal detectors, electronic microscopes, etc...)
- Recognise and use a range of digital devices. (e.g. tablets and computers/laptops)
- How to use a touch screen.
- Talk about digital devices and technology around them, how they might work, who would use them, why we use them, etc..
- Know to ask an adult before using any technology
- Take photos with a camera or camera app.
- Can make something happen on screen. (e.g. load and play a game from busythings.)
- Listen to sounds/music/stories using digital devices
- Watch videos using devices
- Explore a range of robotic toys. (Beebots, Dash, Codapila, etc..)

AUTUMN 2 - SPACE/CHRISTMAS

LITERACY - CORE TEXT



RHYMES OF THE WEEK

Zoom, zoom, zoom
5 little men in a flying saucer
Twinkle, twinkle little star
Star light, star bright
Hey diddle diddle
5 little monkeys
Here we go round the mulberry bush

MATHS

- Recognising numerals to up to 3:
- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')
- Making arrangements with objects:
- *Select shapes appropriately: flat surfaces for a building, a triangular prism for a roof, etc.
- *Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Representing numbers with fingers:
- Show 'finger numbers' up to 5.

PSED-EMOTIONS

- PSED-3&4-Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- PSED-3&4- Understand gradually how others might be feeling.

Vocabulary: Emotions, feelings, happy, sad

PSED-EMOTIONS

- EAD - 3&4 year olds:
- *Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- *Develop their own ideas and the decide which materials to use to express them.
- *Join different materials and explore different textures.
- *Create closed shapes with continuous lines and begin to use these shapes to represent others.

Vocabulary: Draw, paint, pencil, pen, brush, paper, colour (names), mixing, line, shape, circle, square, rectangle, triangle, cut, stick, glue, tape, bumpy, smooth, spikey, eyes, nose, mouth, ears, hair, sound, loud, quiet, happy, sad, excited, tired, feelings.

UTW/HISTORY BONFIRE NIGHT/REMEMBRANCE

- C&L- 3&4 year olds:
- Use a wider range of vocabulary.
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Use longer sentences of four to six words
- Be able to express a point of view and debate when they disagree with an adult or a friend, using words and actions.

Vocabulary: Firework noises (voice sounds), loud, firework, sparkler, fire, bonfire, dark, colours, high, sky, remembrance, remember, soldiers, war, die, poppy, silence

UTW/GEOG MAKING A MAP.

- UTW-3&4-Begin to make sense of their own life-story and family's history.

Vocabulary: map, journey, road, landmarks, house, flat, shops, market, station, library, school

EAD/DT

- EAD - 3&4 year olds:
- *Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- *Develop their own ideas and the decide which materials to use to express them.
- *Join different materials and explore different textures.

Vocabulary: Tape, glue, join, materials, paper, card, tissue paper, thread, fabric, wool, cotton, junk modelling, recycling, window, door, roof, wall, strong, secure, stick, rough, smooth, bumpy, hard, soft, spiky, circle, square, rectangle, triangle.

UTW/SCIENCE HOW MATERIALS CHANGE

- UTW-3&4-Talk about the differences between materials and changes they notice
- UTW-3&4-Use all their senses in hands-on exploration of natural materials.

Vocabulary: Ingredients, flour, ginger, butter etc. pour, weigh, wet, crumble
Vocabulary taken from the PLAN document: mix, stir, cook, hot, oven, microwave, change, burn, melt, hard, runny, set, freeze, freezer, cold, blended, hard, soft, bendy, stiff, wobbly, wood, plastic, paper, card, fabric
Expose children to supplementary vocabulary such as: solid, liquid, rigid, stronger, weaker

COMPUTING

- Have opportunities to role play with a range digital objects, such as keyboards, cash registered, calculators, etc...
- Operate and play with electronic devices and toys (torches, remote control cars, metal detectors, electronic microscopes, etc...)
- Recognise and use a range of digital devices. (e.g. tablets and computers/laptops)
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- Know to ask an adult before using any technology
- Take photos with a camera or camera app.
- Can make something happen on screen. (e.g. load and play a game from busythings.)
- Listen to sounds/music/stories using digital devices
- Watch videos using devices
- Explore a range of robotic toys. (Beebots, Dash, Codapila, etc..)

UTW/RE DIWALI & CHRISTMAS

- UTW-3&4-Continue developing positive attitudes about the differences between people.

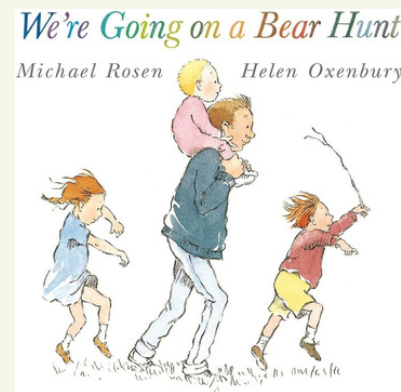
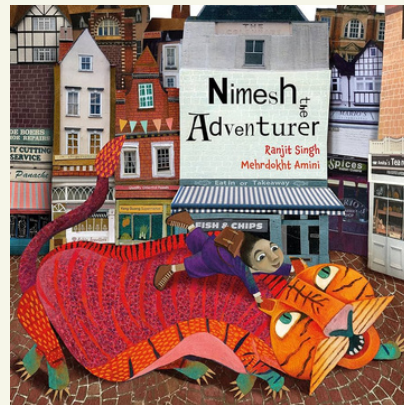
Vocabulary: Diwali, Hindu, Hinduism, light, firework, celebrate, celebration
Christmas, Jesus, Joseph, Mary, Nativity, Wise men, Shepherds, Angel, Stable, Birth, Born

MUSIC

- EAD-3&4 year olds:
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

SPRING 1 – JOURNEYS

LITERACY - CORE TEXT



RHYMES OF THE WEEK

Row, row row your boat
Hickery dickery dock
Grand old duke of york
Horsey, horsey
The wheels on the bus
Jack and Jill

MATHS

- Counting up to ten. Forwards and backwards:
- Recite numbers past 5.
- Using basic shape names in play:
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.

PSED-BEING A GOOD FRIEND

- PSED-3&4-Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas
- PSED-3&4-Talk with others to solve conflicts.
- PSED-3&4-Develop appropriate ways of being assertive.

Vocabulary: Friends, friendly, kind, caring, kind hands, kind feet, kind words, school rules, sharing, compromise

MUSIC

- EAD-3&4 year olds:
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

UTW/HISTORY

- C&L- 3&4 year olds:
- Use a wider range of vocabulary.
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Use longer sentences of four to six words
- Be able to express a point of view and debate when they disagree with an adult or a friend, using words and actions.

Vocabulary: Remember, celebrate, celebration, family, decorate, season, change, se, feel, weather

COMPUTING

- Have opportunities to role play with a range of digital objects, such as keyboards, cash registered, calculators, etc...
- Operate and play with electronic devices and toys (torches, remote control cars, metal detectors, electronic microscopes, etc...)
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- Take photos with a camera or camera app.
- Can make something happen on screen. (e.g. load and play a game from busythings.)
- Listen to sounds/music/stories using digital devices
- Watch videos using devices
- Explore a range of robotic toys. (Beebots, Dash, Codapila, etc..)

UTW-GEOG WINTER

- UTW-3&4-Talk about what they see, using a wide vocabulary.
- UTW-3&4- Use all their senses in hands-on exploration of natural materials.

Vocabulary: winter, seasons, weather, cloudy, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, snowflake, icy, icicle, frost, puddles, windy, change, same

EAD/DT

- EAD - 3&4 year olds:
- *Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- *Develop their own ideas and the decide which materials to use to express them.
- *Join different materials and explore different textures.

Vocabulary: Tape, glue, join, materials, paper, card, tissue paper, thread, fabric, wool, cotton, junk modelling, recycling, window, door, roof, wall, strong, secure, stick, rough, smooth, bumpy, hard, soft, spiky, circle, square, rectangle, triangle.

SCIENCE - EXPLORING NATURAL MATERIALS/FORCES

- UTW-3&4-Talk about the differences between materials and changes they notice
- UTW-3&4-Explore collections of materials with similar and/or different properties.

Vocabulary: Freeze, freezing, cold, melt, warm, warmer, ice, icicle, wind, windy, fly, kite, push
Vocabulary taken from the PLAN document: Light: light, torch, bulb, lamp, spotlight, shiny, bright, brighter, brightest, Sun, shine, glow, mirror
Expose children to supplementary vocabulary such as: light source, reflective, non-reflective, dim, dimmer, dimmest

Vocabulary taken from the PLAN document: Floating & Sinking: object, float, sink, water, up, down, top, bottom, push, pull, magnet, spring, squash, bend, twist, stretch, turn, spin, smooth, rough, fast, slow

UTW/RE-CHINESE NEW YEAR/MOTHER'S DAY

- UTW-3&4-Continue developing positive attitudes about the differences between people.
- UTW-3&4-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Vocabulary: Chinese New Year, celebrate, celebration, animals, zodiac, race, river

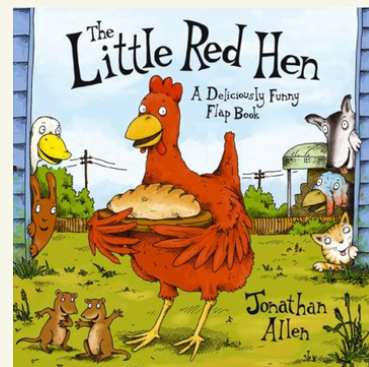
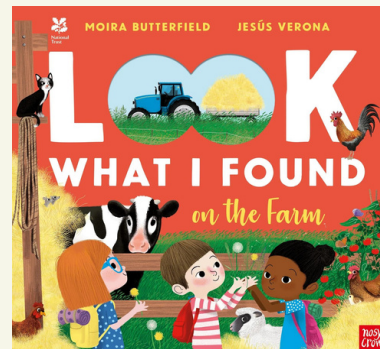
EAD/ART

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SPRING 2 - FARM

LITERACY - CORE TEXT



RHYMES OF THE WEEK

5 little ducks
3 blind mice
Little bo peep
Old MacDonald had a farm
Mary had a little lamb

MATHS

- Recognising numerals to up to 7:
- Learning to count carefully with 1 to 1 correspondence:
- *Say one number for each item in order: 1,2,3,4,5.
- *Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Mathematical problems:

- Solve real world mathematical problems with numbers up to 5.

PSED-OUR EMOTIONS

- PSED-3&4-Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- PSED-3&4-Understand gradually how others might be feeling.

Vocabulary: Emotion, happy, sad, upset, worried, nervous, angry, cross

UTW/HISTORY- WHERE HAVE WE VISITED? WHAT ARE OTHER COUNTRIES LIKE?

- UTW-3&4 year olds:
- *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Vocabulary: Where did you go? How did you get there? What was it like? How was it different? How was it the same?

SCIENCE

- UTW-3&4-Talk about the differences between materials and changes they notice

Vocabulary: Ingredients, flour, salt, yeast, oil, water, pour, weigh, scales, bake, hen, lay, eggs, crack, whisk, omelette

Vocabulary taken from the PLAN document: mix, stir, cook, hot, oven, microwave, change, burn, melt, hard, runny, set, freeze, freezer, cold, blended, hard, soft, bendy, stiff, wobbly, wood, plastic, paper, card, fabric
Expose children to supplementary vocabulary such as: solid, liquid, rigid, stronger, weaker

UTW/GEORG- WHERE HAVE WE VISITED? WHAT ARE OTHER COUNTRIES LIKE?

- UTW-3&4 year olds:
- *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- * Talk about what they see, using a wide vocabulary.

Vocabulary: See history

UTW/RE RAMADAN/EASTER

- UTW-3&4-Continue developing positive attitudes about the differences between people.

Vocabulary: Easter, Christians, Church, Jesus, died, risen, Easter eggs, hot cross buns, chicks, bunnies, lambs, daffodils, new life
Ramadan, Islam, Muslim, Mosque, fasting, Pray, Iftar

MUSIC

- EAD-3&4 year olds:
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

COMPUTING

- Have opportunities to role play with a range of digital objects, such as keyboards, cash registers, calculators, etc...
- Operate and play with electronic devices and toys (torches, remote control cars, metal detectors, electronic microscopes, etc...)
- Recognise and use a range of digital devices. (e.g. tablets and computers/laptops)
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- Watch videos using devices
- Explore a range of robotic toys. (Beebots, Dash, Codapila, etc..)

EAD/DT

- EAD - 3&4 year olds:
- *Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- *Develop their own ideas and the decide which materials to use to express them.
- *Join different materials and explore different textures.

Vocabulary: Tape, glue, join, materials, paper, card, tissue paper, thread, fabric, wool, cotton, junk modelling, recycling, window, door, roof, wall, strong, secure, stick, rough, smooth, bumpy, hard, soft, spiky, circle, square, rectangle, triangle.

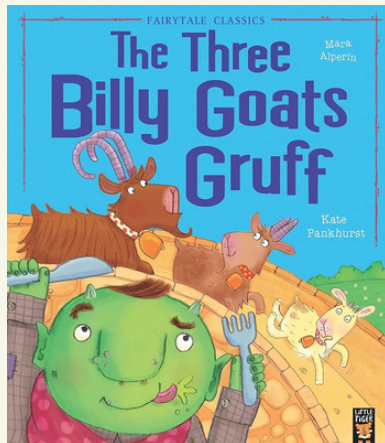
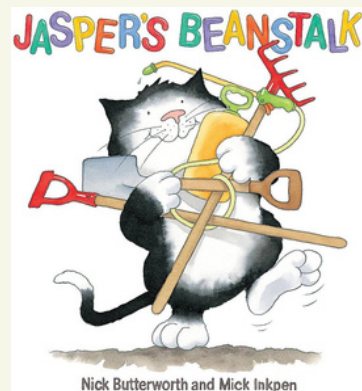
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SUMMER 1 – GROWING

LITERACY - CORE TEXT



RHYMES OF THE WEEK

5 current buns
10 in the bed
I'm a little teapot
1 potato, 2 potato
Mary, mary

MATHS

- Counting beyond ten:
- Beginning to do one more and one less:
- *Compare quantities using language: 'more than', 'fewer than'.
- Positional Language:
- *Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- *Describe a familiar route.
- *Discuss routes and locations, using words like 'in front of' and 'behind'.

PSED-PLAYING IN A GROUP

- PSED-3&4-Play with one or more other children, extending and elaborating play ideas.

Vocabulary: Playing, friends, together, different

SCIENCE

- UTW-3&4-Use all their senses in hands-on exploration of natural materials
- UTW-3&4-Talk about what they see, using a wide vocabulary
- UTW-3&4-Plant seeds and care for growing plants.
- UTW-3&4- Begin to understand the need to respect and care for the natural environment and all living things.
- UTW-3&4- Understand the key features of the life cycle of a plant and an animal.

Vocabulary: Seed, bean

Vocabulary taken from the PLAN document: plant, leaf, stem, trunk, branch, root, bark, flower, petal, seed, berry, fruit, vegetable, bulb, plant, hole, dig, water, weed, grow, shoot, die, dead, soil

Expose children to supplementary vocabulary such as: seedling, healthy, unhealthy, strong, sturdy, wilting, decay, mould, life cycle

UTW/RE- EID AL-FITR

- UTW-3&4- Continue developing positive attitudes about the differences between people

Vocabulary: Islam, Muslim, Mosque, Eid, celebration, family, gifts, presents, mehndi, food

UTW/HISTORY

- UTW- 3&4 year olds:
- *Begin to make sense of their own life-story and family's history.

Vocabulary: Past, now, then, same, different

UTW/GEOGRAPHY- SPRING

- UTW-3&4-Continue developing positive attitudes about the differences between people.
- UTW-3&4-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Vocabulary: Chinese New Year, celebrate, celebration, animals, zodiac, race, river

MUSIC

- EAD-3&4 year olds:
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

EAD/DT

- EAD - 3&4 year olds:
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
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- Join different materials and explore different textures.

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COMPUTING

- Have opportunities to role play with a range digital objects, such as keyboards, cash registered, calculators, etc...
- Operate and play with electronic devices and toys (torches, remote control cars, metal detectors, electronic microscopes, etc...)
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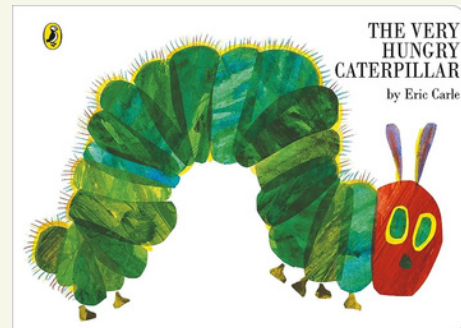
EAD/ART

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- Create closed shapes with continuous lines and begin to use these shapes to represent others.

Vocabulary: Draw, paint, pencil, pen, brush, paper, colour (names), mixing, line, shape, circle, square, rectangle, triangle, cut, stick, glue, tape, bumpy, smooth, spikey, eyes, nose, mouth, ears, hair, sound, loud, quiet, happy, sad, excited, tired, feelings.

SUMMER 2 - MINIBEASTS

LITERACY - CORE TEXT



RHYMES OF THE WEEK

Wiggly woo
Incy wincy spider
Little miss muffet
There's a spider on your...
5 little speckled frogs
10 fat sausages

MATHS

- Recognising and writing numerals to ten:
- *Experiment with their own symbols and marks as well as numerals.
- Begin to talk about and compare objects, size and shape:
- *Make comparisons between objects relating to size, length, weight and capacity.
- Pattern:
- *Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
- *Extend and create ABAB patterns – stick, leaf, stick, leaf.

PSED TRANSITIONS

- PSED-3&4 year olds- Show more confidence in new social situations.

Vocabulary: Reception, new classroom, new teacher, change, uniform, carpet times, lunchtimes, phonics, maths, literacy, reading, writing.

UTW/SCIENCE MINIBEASTS

- UTW-3&4- Understand the key features of the life cycle of a plant and an animal.

Vocabulary: Minibeast, insect, legs, wings, names of different minibeasts, habitat,
Vocabulary from the PLAN document:
egg, chick, bird, caterpillar, cocoon, chrysalis, butterfly, frog spawn, tadpole, froglet, frog, grow, change, die, names of animals and their young, fur, feathers, scales, tail, wings, beak, claws, paws, hooves, swim, walk, run, jump, jump, fly, patterns, spots, stripes
Expose children to supplementary vocabulary such as: life cycle, mane, webbed feet

UTW/RE- EID UL ADHA

- UTW-3&4 year olds:
- Continue developing positive attitudes about the differences between people

Vocabulary: Sacrifice, pilgrimage, Hajj, pray, celebrate

UTW/GEOGRAPHY SUMMER

- UTW-3&4-Talk about what they see, using a wide vocabulary.
- UTW-3&4- Use all their senses in hands-on exploration of natural materials.

Vocabulary: Summer, seasons, sun, hot, blue sky, clouds, wildlife, flowers, shadows

UTW/HISTORY

- UTW- 3&4 year olds:
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.

Vocabulary: Learnt, past, history, future, adult, job, occupations (names)

MUSIC

- EAD-3&4 year olds:
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

EAD/DT

- EAD - 3&4 year olds:
- *Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- *Develop their own ideas and the decide which materials to use to express them.
- *Join different materials and explore different textures.

Vocabulary: Fruit (names), ingredients, make, smoothie, kebab, blend, mix, add

COMPUTING

- Have opportunities to role play with a range of digital objects, such as keyboards, cash registered, calculators, etc...
- Operate and play with electronic devices and toys (torches, remote control cars, metal detectors, electronic microscopes, etc...)
- Recognise and use a range of digital devices. (e.g. tablets and computers/laptops)
- How to use a touch screen.
- Talk about digital devices and technology around them, how they might work, who would use them, why we use them, etc..
- Know to ask an adult before using any technology
- Take photos with a camera or camera app.
- Can make something happen on screen. (e.g. load and play a game from busythings.)
- Listen to sounds/music/stories using digital devices
- Watch videos using devices
- Explore a range of robotic toys. (Beebots, Dash, Codapila, etc..)

EAD/ART

- EAD - 3&4 year olds:
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and the decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent others.

Vocabulary: Draw, paint, pencil, pen, brush, paper, colour (names), mixing, line, shape, circle, square, rectangle, triangle, cut, stick, glue, tape, bumpy, smooth, spikey, eyes, nose, mouth, ears, hair, sound, loud, quiet, happy, sad, excited, tired, feelings.