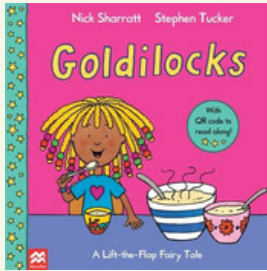
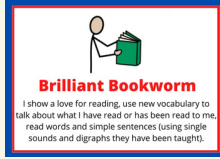


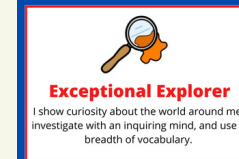
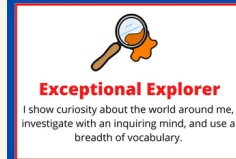
# AUTUMN 1 – ALL ABOUT ME

## LITERACY - CORE TEXT



## MATHS

Spatial reasoning  
construction and 3D shapes  
subitising 1 - 2  
Subitising 1 - 3



## PSED: LEARNING ROUTINES

### PSED- Self Regulation

- Identify and moderate their own feelings socially and emotionally.

### PSED-Managing Self

- Increasingly follow the rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.

### PSED-Building Relationships

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Think about the perspective of others.

### CL-Listening, Attention& understanding

- Understand how to listen carefully and why listening is so important.

Class contract, school rules, teddy bear sitting, listening, quiet, sensible, careful, respectful, kind, caring, share, Rainbow, learner of the week, proud.

## UTW-GEOGRAPHY OUR COMMUNITY

### UTW- The Natural World

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise that people have different beliefs and celebrate special times in different ways.

**Linked to KS1 Geography:**  
use world maps, atlases and globes to identify the United Kingdom.

Map, atlas, globe, world, Earth, countries, continents, oceans, seas, land, water, mountains, heritage, locate, similar, different, country names, hot, cold, weather, countryside, city, beach, farm, community, church, mosque, temple, school, library, park, playground, doctors.

## UTW- HISTORY HOW HAVE WE CHANGED?

### UTW- Past and present- Reception

- Comment on images of familiar situations in the past.

**Linked to KS1 History:**  
Changes within living memory.

Growth, older, change, different, baby, toddler, child, taller, bigger, communication, talk, speak, past, timeline

## EAD – ART & DESIGN SELF-PORTRAITS

### PSED- Self-Regulation

- See themselves as a valuable individual.

### EAD-Creating with Materials

- \*Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Face, eyes, nose, mouth, lips, ears, eyebrows, eyelashes, skin, hair, colour, similar, different, individual

Idea, pattern, share, lighter, darker, sharp, soft, mould, shape, look, texture, outline, print, fold, tear, collage, sculpture, design, make.

## UTW- STEM SENSES

### UUTW-The Natural world

\*Use all their senses when exploring natural materials.

**Linked to KS1 Science:**  
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

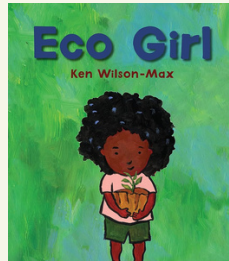
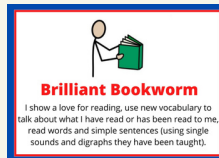
Senses Taste, tongue, mouth, tastebuds, sweet, sour, spicy, bitter, salty Smell, nose, sniff Sight, eyes, see Hearing, ears, listen Touch, skin, feel, Soft, hard, smooth, bumpy, lumpy, rough, spikey, prickly, rubbery, sharp, stretchy

## ONLINE SAFETY HEALTH, WELL-BEING AND LIFESTYLE

I can identify rules that help keep us safe and healthy in and beyond the home when using technology

# AUTUMN 2 - OUR PLANET/ FESTIVALS

## LITERACY - CORE TEXT



## MATHS

Spatial reasoning  
2D shapes and shape puzzles  
subitising 1 - 4  
Subitising 1 - 5



### UTW - RE DIWALI

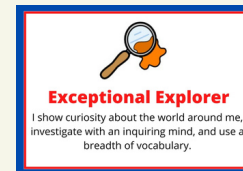
#### PSED-CiR:

- Think about the perspectives of others.
- Express their feelings and consider the feelings of others.
- Build constructive and respectful relationships.

#### UTW- CiR:

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

Diwali, Hindus, Hinduism, temple, new year, festival, celebration, light, candles, lanterns, diva lamp, fireworks, Sita, Rahma, Ravana, Lakshmi, mehndi, gifts, rangoli patterns



### UTW- HISTORY BONFIRE NIGHT

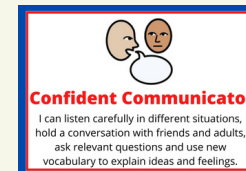
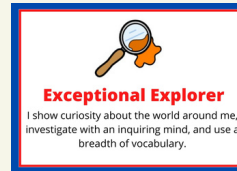
#### UTW-Past and present:

- Compare and contrast characters from stories, including figures from the past.
- Comment on images of familiar situations in the past.

#### Linked to KS1 History:

- Children should be taught events beyond living memory that are significant nationally or globally.

Guy Fawkes, gunpowder plot, secret, King James, houses of parliament, blow up, explosion, fireworks, bonfire, sparklers.



### UTW - GEOGRAPHY AUTUMN

#### UTW- The Natural World:

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them

#### Linked to KS1 Science:

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons.
- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

#### Linked to KS1 Geography:

- Identify seasonal and daily weather patterns in the United Kingdom

Autumn, change, dark, trees, evergreen, deciduous, leaves, falling, orange, red, purple, brown, yellow, conker, acorn, pinecone, coats, gloves, hats, scarves, wellington boots, umbrellas

Vocabulary from the Plan document:  
spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold,  
shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers supplementary vocabulary: hibernate, migrate, snowflake



### UTW - STEM RECYCLING

#### UTW-The Natural world

- Begin to understand the need to respect and care for the natural environment and all living things.

Recycle, compost, reuse, materials, cardboard, plastic, metal, clothes, glass, paper, environment, landfill, bin, earth, planet, waste



### UTW - STEM LOOKING AFTER OUR TEETH

#### PSED- Fine Motor

\*Know and talk about the different factors that support overall health and wellbeing- Tooth brushing.

Dentist, dental nurse, teeth, tooth, jaw, mouth, toothbrush, toothpaste, brush, clean, hygienic, chair, x-ray, mouth rinse, mirror, light



### UTW- RE CHRISTMAS

#### UTW-People, culture and communities-

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

Christmas, Jesus, Mary, Joseph, God, Bethlehem, shepherds, wise men, Angel Gabrielle, Star, Donkey, Innkeeper, stable, manger, church  
Christmas tree, Father Christmas, Santa, presents, gifts, chimney, stockings, celebrate, decorations, lights, tinsel, wreath, cards, turkey, crackers, mince pies, Christmas pudding, holly



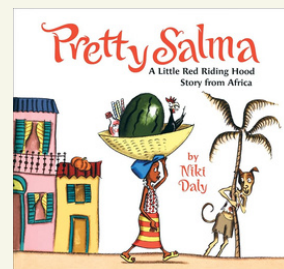
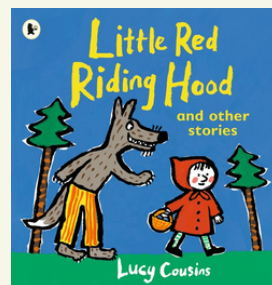
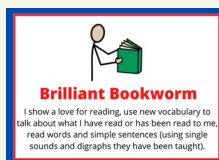
### ONLINE SAFETY ONLINE BULLYING

I can describe ways that some people can be unkind online



# SPRING 1 – PEOPLE WHO HELP US

## LITERACY - CORE TEXT



## MATHS

Pattern  
subitising 6 - 10  
counting out up to 10 items from a collection



### Exceptional Explorer

I show curiosity about the world around me, investigate with an inquiring mind, and use a breadth of vocabulary.



### Compassionate Citizen

I can help to look after our community, care for the environment, know some reasons why Poplar is special, and have an awareness of other people's cultures and beliefs.



### Compassionate Citizen

I can help to look after our community, care for the environment, know some reasons why Poplar is special, and have an awareness of other people's cultures and beliefs.



### Independent Individual

I can follow the School Rules, happily greet and interact with others, share my thoughts and resources; value self and others, and be willing to persist and not be daunted by failure.



### Compassionate Citizen

I can help to look after our community, care for the environment, know some reasons why Poplar is special, and have an awareness of other people's cultures and beliefs.



### Confident Communicator

I can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.



### Talented Tool User

I can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.



### Exceptional Explorer

I show curiosity about the world around me, investigate with an inquiring mind, and use a breadth of vocabulary.



### Talented Tool User

I can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.



### Independent Individual

I can follow the School Rules, happily greet and interact with others, share my thoughts and resources; value self and others, and be willing to persist and not be daunted by failure.

## UTW- GEOGRAPHY WINTER

### UTW- The natural world

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.

### UTW- The natural world-

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

### Linked to KS1 Science:

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons

### Linked to KS1 Geography:

- Identify seasonal and daily weather patterns in the United Kingdom.

Snowman, snowballs, ice, icicles

Cold, shiver, freezing, hat, scarf, gloves, coat, boots

Penguin, arctic fox, arctic hare, polar bear, seal

Vocabulary from the Plan document:

spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers supplementary vocabulary: hibernate, migrate, snowflake

## PEOPLE WHO HELP US

### UTW-3&4 year olds:

- Show interest in different occupations.

### PSED-CiR:

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Think about the perspective of other.

### EAD – Creating with materials

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Police officer, fire fighter, doctor, nurse, paramedic, dentist, vet, teacher, postal worker, builder, caretaker, bus driver, supermarket workers, mechanic, lifeguard, librarian, refuse worker  
Help, care, save, look after, support

## UTW- RE CHINESE NEW YEAR

### PSED-CiR:

- Think about the perspectives of others.
- Express their feelings and consider the feelings of others.
- Build constructive and respectful relationships.

### UTW- CiR:

- Recognise that people have different beliefs and celebrate special times indifferent ways.
- Recognise some similarities and differences between life in this country and life in other countries.

### UTW- The natural world- ELG

- Understand some important process and changes in the natural world around them, including the seasons and changing states of matter.

New Year, celebrate, festival, decorate, dance, dragon, lion, zodiac, money envelopes, lanterns, fireworks  
Monkey, rooster, ox, dog, sheep, pig, rabbit, horse, snake, rat, tiger, boar, cat, goat, emperor

## STEM MATERIALS

### UTW- The natural world- 3& 4 year olds

- Talk about the differences between materials and changes they notice.

### UTW- The natural world- ELG

- Understand some important process and changes in the natural world around them, including the seasons and changing states of matter.

### Linked to KS1 science:

- Identify everyday materials

Materials, change, plastic, paper, metal, wood, stone, glass, fabric, ceramic

Vocabulary from the Pland document:

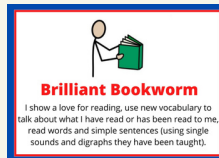
Ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back  
Supplementary vocabulary: solid, liquid, gas, most suited

## ONLINE SAFETY ONLINE RELATIONSHIPS

I can give examples of how I (might) use technology to communicate with people I know

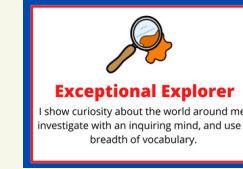
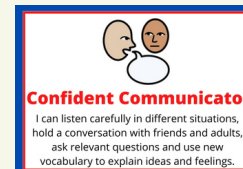
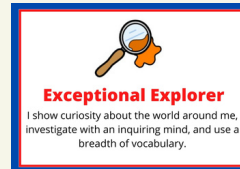
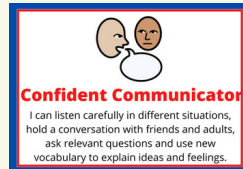
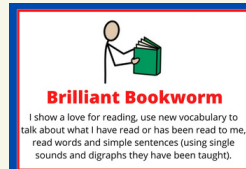
# SPRING 2 – UNDER THE SEA

## LITERACY - CORE TEXT



## MATHS

## Spatial reasoning Symmetry Partitioning 2 and 3 Partitioning 4, 5, 10



## UTW- GEOGRAPHY THE SNAIL AND THE WHALE

### UTW-The natural world

- Recognise some environments that are different to the one in which they live.

### Linked to KS1 Geography:

- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

## UTW-STEM CLASSIFICATION OF SEA ANIMALS

### UCL- Reception- Speaking

- Articulate their ideas and thoughts in well-formed sentences.

### CL- Reception- L, A & U

- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.

### Linked to KS1 Science:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

Classification, sea animals, characteristics, underwater  
Fish, gills, scales, eggs, fins, swim, cold blooded

Mammals, blowhole, breath out of the water, live babies, hot blooded  
Crustacean, hard exterior, claws, pincers

Vocabulary from the Plan document:  
names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice  
Supplementary vocabulary:  
environment, polar regions, ocean, camouflage

Environments, different, similar, cold, hot, world, mountains, beaches, volcanos, desert, arctic

## STEM FOOD CHAINS

### Linked to KS1 Science:

Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Food chain, prey, predator, eat, herbivore, carnivore, omnivore.

Vocabulary from the Plan document:  
names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice  
Supplementary vocabulary:  
environment, polar regions, ocean, camouflage

## UTW-STEM LIFECYCLES

### PSED- Self-Regulation

- See themselves as a valuable individual.

### EAD-Creating with Materials

- \*Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

baby, adolescent, adult, die, egg, grow.

Vocabulary from the Plan document:  
seedling, healthy, unhealthy, strong, sturdy, wilting, decay, mould, life cycle, baby, adolescent, adult, die, egg, grow.



## ONLINE SAFETY PRIVACY AND SECURITY

I can describe who would be trustworthy to share information with; I can explain why they are trusted

## UTW- RE RAMADAN AND EASTER

### PSED-CiR:

- Think about the perspectives of others.
- Express their feelings and consider the feelings of others.
- Build constructive and respectful relationships.

### UTW-People, culture and communities

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

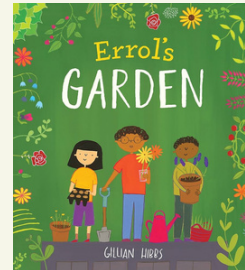
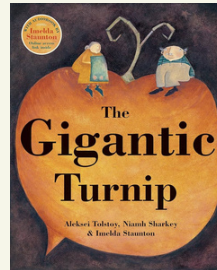
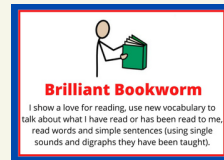
Jesus, disciples, Judas, Peter, angel, Palm leaves, bread, wine, last supper, cross, tomb, died, risen, Easter, Easter eggs, hot cross buns, chicks, bunnies, lambs, daffodils, chocolate

Islam, Muslim, Quran, Ramadan, fasting, Iftar, prayer, five pillars, kindness Mosque, dome, mihrab, minbar, minaret, prayer hall, wudu



# SUMMER 1 – GROWING

## LITERACY - CORE TEXT



## MATHS

## Measures Composition of 6 - 9 comparing numbers up to 10



### Exceptional Explorer

I show curiosity about the world around me, investigate with an inquiring mind, and use a breadth of vocabulary.



### Independent Individual

I can follow the School Rules, happily greet and interact with others, share my thoughts and resources; value self and others, and be willing to persist and not be daunted by failure.

## UTW- GEOGRAPHY SPRING

### UTW-The natural world- Reception

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.

### Linked to KS1 Science:

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons.

### Linked to KS1 Geography:

- Identify seasonal and daily weather patterns in the United Kingdom.

Weather, temperature, blossom, leaves, change, growth

Vocabulary from the Plan document:

spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers supplementary vocabulary: hibernate, migrate, snowflake



### Talented Tool User

I can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.



### Exceptional Explorer

I show curiosity about the world around me, investigate with an inquiring mind, and use a breadth of vocabulary.

## UTW – STEM PLANTING

### UTW-The natural world – 3 & 4-year-olds

- Plant seeds and care for growing plants.
- Begin to understand the need to respect and care for the natural environment and all living things.

### UTW- The Natural world

- Describe what they see, hear and feel whilst outside.
- Begin to understand the need to respect and care for the natural environment and all living things.

### UTW-The natural world- 3 & 4-year-olds

- Understand the key features of the lifecycle of a plant and animal.

### Linked to KS1 science:

- Describe the basic structure of a variety of common flowering plants
- Observe the growth of flowers/vegetables
- Records of how plants have changed over time

Vocabulary 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  
Supplementary vocabulary: seedling, healthy, unhealthy, strong, sturdy, wilting, decay, mould, life cycle



### Exceptional Explorer

I show curiosity about the world around me, investigate with an inquiring mind, and use a breadth of vocabulary.



### Independent Individual

I can follow the School Rules, happily greet and interact with others, share my thoughts and resources; value self and others, and be willing to persist and not be daunted by failure.

## UTW - RE EID AL-FITR

### LUTW- People, culture and communities

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

FEid, celebration, Mosque, prayer, gifts, presents, family, food, together, end of Ramadan



### Independent Individual

I can follow the School Rules, happily greet and interact with others, share my thoughts and resources; value self and others, and be willing to persist and not be daunted by failure.

## PSED -SCIENCE

## LOOKING AFTER OURSELVES - EXERCISE & HEALTHY EATING

### LPSED-3&4 year olds:

- \* Make healthy choices about food, drink, activity and toothbrushing.

### PSED-Cir:

- \* Know and talk about the different factors that support their overall health and wellbeing: regular physical activity -healthy eating -toothbrushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian

Healthy, unhealthy, food, drink, fruit, vegetables, protein, fat, dairy, water, vitamins, minerals, calcium, sugar, exercise, movement



### Talented Tool User

I can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.



### Exceptional Explorer

I show curiosity about the world around me, investigate with an inquiring mind, and use a breadth of vocabulary.

## UTW – STEM PLANTING

### UTW-The natural world – 3 & 4-year-olds

- Plant seeds and care for growing plants.
- Begin to understand the need to respect and care for the natural environment and all living things.

### UTW- The Natural world- Reception

- Describe what they see, hear and feel whilst outside.
- Begin to understand the need to respect and care for the natural environment and all living things.

### UTW-The natural world- 3 & 4-year-olds

- Understand the key features of the lifecycle of a plant and animal.

### Linked to KS1 science:

- Describe the basic structure of a variety of common flowering plants
- Observe the growth of flowers/vegetables
- Records of how plants have changed over time.

plant, leaf, stem, trunk, branch, root, bark, flower, petal, seed, berry, fruit, vegetable, bulb, plant, hole, dig, water, weed, grow, shoot, die, dead, soil

seedling, healthy, unhealthy, strong, sturdy, wilting, decay, mould, life cycle



### Exceptional Explorer

I show curiosity about the world around me, investigate with an inquiring mind, and use a breadth of vocabulary.



### Independent Individual

I can follow the School Rules, happily greet and interact with others, share my thoughts and resources; value self and others, and be willing to persist and not be daunted by failure.

## UTW – STEM FLOATING AND SINKING.

### UTW-The natural world- 3&4 year olds

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

### Linked to KS1 Science:

- \*Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.

Sink, float, materials, water, waterproof, light, heavy, boat, move, blow, wind, push

Vocabulary from the Plan document:

Float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow

Supplementary vocabulary:

Force, rotate, solid, liquid, gravity



### Talented Tool User

I can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.



### Independent Individual

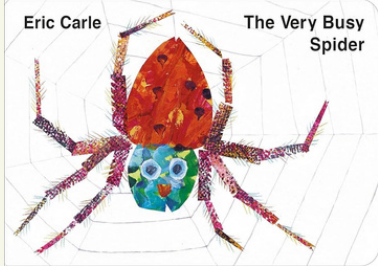
I can follow the School Rules, happily greet and interact with others, share my thoughts and resources; value self and others, and be willing to persist and not be daunted by failure.

## ONLINE SAFETY PRIVACY AND SECURITY

I can talk about how to use the internet as a way of finding information online

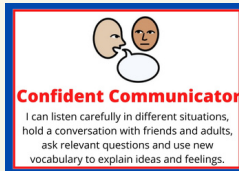
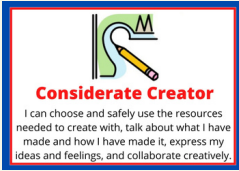
# SUMMER 2 - MINIBEASTS

## LITERACY - CORE TEXT



## MATHS

Patterns in odd and even numbers  
patterns in doubles  
equal distribution  
Pattern  
Spatial reasoning  
Measures



## UTW- STEM MINIBEASTS

### UTW-The natural world-3 & 4 year olds

- Begin to understand the need to respect and care for the natural environment and all living things.

### UTW-The natural world- Reception

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.

## UTW- GEOGRAPHY SUMMER

### UTW-The natural world-Reception

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.

### Linked to KS1 Science:

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons.

### Linked to KS1 Geography:

- Identify seasonal and daily weather patterns in the United Kingdom.

Minibeasts, insects, habitat, underground, dark, damp, legs, wings, exoskeleton, caterpillar, worm, millipede, slug, snail, butterfly, fly, bee, wasp, dragonfly, ladybird, spider, beetle

Vocabulary from the Plan document:  
Plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment e.g. beach, forest

Supplementary vocabulary:  
Environment

Summer, seasons, hot, temperature, sunshine, shorts, t-shirts, sunglasses, hats, sandals, sun cream, shadows, light, dark, block, rainbow

Vocabulary from the Plan document:  
Sun, sunny, light, shadow, shady, clouds, torch, see-through, non-seethrough, source, light source  
Supplementary vocabulary:  
Casting a shadow, pale, dark, transparent, opaque

## EARTH AND SPACE

### C&L-Speaking

- Articulate their ideas and thoughts in well-formed sentences. .

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Space, solar system, planets, moon, sun, stars, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, astronaut, rocket, spacesuit, gravity

Vocabulary from the Plan document:  
Sun, Moon, Earth, star, planet, sky, day, night, space, round, light, heavy, fall, bounce, float, rise, fall, air

Supplementary vocabulary:  
Sunrise, sunset, astronaut, astronomer, constellation, orbit, nocturnal, slow-motion, magnify

## ONLINE SAFETY ONLINE REPUTATION

Search and Access Resources  
Year Group ► Early Years  
Online Reputation  
([projectevolve.co.uk](http://projectevolve.co.uk))

## PSED TRANSITION TO YEAR 1

- Talking about transitions to year 1
- Visits with year 1 children to ask questions and have discussions about what happens in year 1- children to think of questions beforehand.
- Discussions with the year 1 teachers- explanations of what will happen in year 1.
- Visit the year 1 classrooms- a tour- where the toilets are, where we eat lunch, where the playground is etc.



# CONTINUOUS SUBJECTS ACROSS THE YEAR



## SINGING WEDNESDAYS SING UP

EAD-CiR:

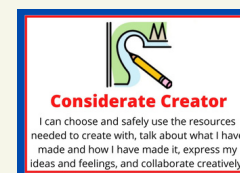
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music-making and dance, performing solo or in groups.



## AMAZING ATHLETES MON AND WED -MS TAYLOR

PD-CiR:

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.



## ART TUESDAYS BOW ARTS

EAD-CiR:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.



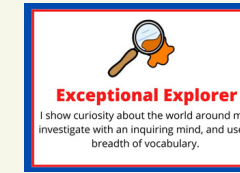
## GARDENING/FOREST SCHOOL MON AFTERNOONS

UTW-3&4 year olds:

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

UTW-CiR:

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.



## COMPUTING

- How to turn on digital devices
- How to use a mouse
- Continue to have opportunities play, explore and roleplay with a range of digital devices and objects. (e.g. keyboard, computers, calculators, torches, remote control toys, robots such as a beebot, etc....)
- Know that you can find out things from digital devices and online.
- Talk about what computing/digital technology is, its everyday use and the benefits.
- Tell an adult if you are unsure of something you see on a digital device/online.
- Recongise the first letter of their name, and experiment with finding letters they know on a QWERTY keyboard.

