

Foundation
Yearly Overview Long Term Plan

Subject	1	2	3	4	5	6
F1	Who am I?	When is bedtime?	1, Who can I ask for help? Community 2. Who can I ask for help? In School	1. Should Goldilocks say sorry? 2. Where is the troll?	1. What makes a good pet? 2. How Does Your Garden Grow?	1. Can caterpillars fly? 2. Are Frogs Slimy?
Quality text	Monkey Puzzle (Julia Donaldson)	Night Monkey Day Monkey (Julia Donaldson)	Non-fiction library books	1. Goldilocks and the Three Bears	1. Dear Zoo	1. The Very Hungry Caterpillar (Eric Carle)
				2. The Three Billy Goats Gruff	2. Jasper's Beanstalk OR The Enormous Turnip	2. The Frog Prince Oi Frog!
POR	Oh no George	Owl Babies	1. Ruby's Worry	1. A Brave Bear	1. Our Very Own Dog	1. Yucky Worms
			2. Here's a little poem	2. Billy's Bucket	2. Handas Surprise	2. Aaaarrggh Spider
Awesome Author	Fiona Watt	Shirley Hughes	1. Tom Percival	1. Traditional Tales	1. Lynley Dodd	1. Giles Andreae

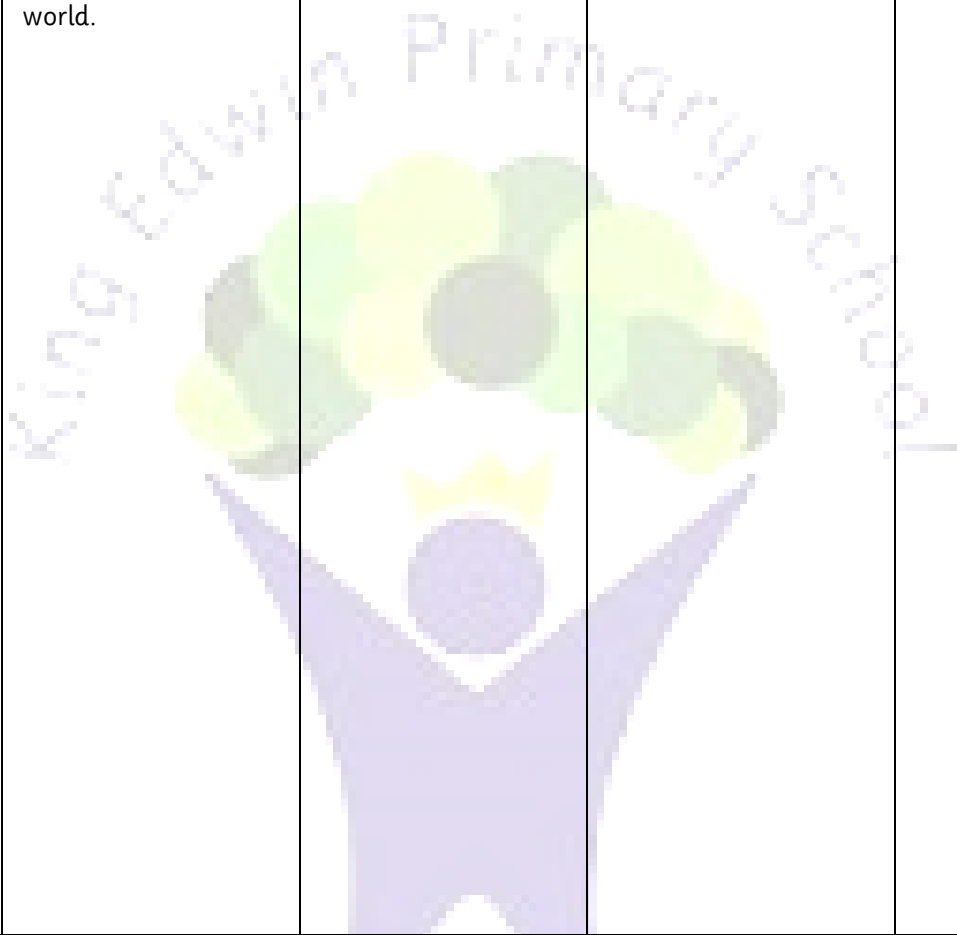
			2.Margaret Mayo	2.Nick Sharrat	2.Nick Butterworth	2.Kes Gray
Local Links		Care home Perlethorpe / White Post Farm	Local walk	Librarian visitor	Visitor linked to theme	Butterflies
Cultural Capital	Care home visit Family links and experiences Jet Setter Day Mark Making Love of school – new children to settle in. Developing vocab through play.	Panto Local Trip After School Club – Yoga Crafts and Carols High 5 Values	Lunar New Year Power of Reading Visits from PWHU Good role models Role Play areas. Forest School Easter Bonnets and crafts	Vocabulary After School Club – Science Baking – porridge Developing story language and vocabulary Visit from Librarian	Food tasting Growing plants Awesome Author Growing food and using this to make food	Jet Setter Day Transient Art Butterflies/tadpoles After School Club – Artists Based
Reflection	Harvest Festival	Crafts and carols	Sharing song 5 little fire fighters	Easter Bonnet Parade	Plants	Sports events

F2	What Makes Me A King Edwinner?	What Happens At This Time Of Year?	What Can We See Around Us?	Is the Big Bad Wolf Really Bad?	Where Does Food Come From?	What Is Changing Around Us?
Quality text	The Colour Monster The Colour Monster Goes to School	Maisy book selection Stick Man	Non-fiction library books (animals, maps)	The Last Wolf	Non-fiction library books	The Tiny Seed
POR	Hello Friend	Happy Birthday Maisy	Puffin Peter	A New House for Mouse	Anna Hibiscus' song	Errol's Garden
Awesome Author	Julia Donaldson	Lucy Cousins	Petr Horacek	Ed Vere	Atinuke	Eric Carle
Local Links / WOW	Local PT session Visit Greengrocer	Vicar visit	Local environment walk	Local builder	Walled Kitchen Garden, Clumber Park / Brackenhurst	Sherwood Forest
Reflection	Harvest Festival	Christmas production	Visitors Centre role play display	House testing	Food tasting	Graduation
Forest School		Seasonal Changes Stick Man	Senses	Julia Donaldson books and linked activities		Eric Carle minibeast books and linked activities

Communication and Language F1 objectives Development Matters	<p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p>	<p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Use longer sentences of four to six words.</p> <p>Use a wider range of vocabulary.</p>	<p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Sing a large repertoire of songs.</p> <p>May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p>
Personal, Social and Emotional Development F1 objectives Development Matters	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Show more confidence in new social situations.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Do not always need an adult to remind them of a rule.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Talk with others to solve conflicts.</p> <p>Begin to understand how others might be feeling.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Develop their sense of responsibility and membership of a community.</p>
Physical Development	<p>Go up steps or climb up apparatus, using alternate feet.</p> <p>Start taking part in some group activities which they make up</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use a comfortable grip with good</p>	<p>Choose the right resources to carry out their own plan.</p> <p>Choose a spade to enlarge a small hole dug with a trowel.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Match their developing physical skills to tasks and</p>	<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Collaborate with others to manage</p>

F1 objectives Development Matters	for themselves, or in teams. Be independent in meeting their own care needs: brushing teeth, using the toilet, washing and drying their hands thoroughly.	control when holding pens and pencils. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Start to eat independently and learning how to use a knife and fork. Be independent as they get dressed. cutting coats on and doing up zips.	activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Show a preference for a dominant hand. Make healthy choices about food, drink, activity and toothbrushing.	large items, such as moving a long plank safely, carrying large hollow blocks.
Literacy F1 focus	Family links	Multicultural	Non-Fiction	Traditional Tales	Information from text	Fiction
Literacy Objectives	Write some or all of their name.	Engage in extended conversations about stories, learning new vocabulary	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	Understand the five key concepts -print has meaning -print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Write some letters accurately.
Maths F1 focus	Nursery Rhymes	Nursery Rhymes	Number of the week	Number of the week	Shape, measures	Patterns
Maths Objectives	Show 'finger numbers' up to 5. Understand position through words alone – for example, "The bag	Fast recognition of up to 3 objects, without having to count them individually.	Recite numbers past 5. Experiment with their own symbols and	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when	Link numerals and amounts: showing the right number of objects to match the numeral, up to 5.	Solve real world mathematical problems with numbers up to 5.

	is under the table,” – with no pointing.	Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Talk about the patterns around them. Eg stripes on clothes, designs on rugs and wallpaper. ‘pointy’, ‘spotty’, ‘blobs’	marks as well as numerals. 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.	counting a small set of objects tells you how many there are in total (‘cardinal principle’). Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’	Compare quantities using language: ‘more than’, ‘fewer than’. Talk about and explore 2D and 3D shapes using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.	Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Make comparisons between objects relating to size, length, weight and capacity
Geography / History F1 Key Areas	<p>Carry out a discussion about the people that help the:</p> <ul style="list-style-type: none"> at home at school in the community <p>Create activities about the people who help them at home. Include parents, grandparents, siblings</p> <p>Help them to recognise that we are not all the same. Focus on skin colour, hair, eyes and lips</p> <p>Talk about what is a country. Talk about the different places in</p>	<p>Help them recognise that we may celebrate things differently. Consider Christmas and Eid, if appropriate.</p> <p>Consider people whose families have lived in the UK for many centuries and those whose families have moved to the UK</p> <p>Focus on a different continent like Africa and Asia and consider similarities and differences.</p>	<p>Create activities about the people who help them at school. Include teachers, headteachers, lunchtime supervisors, etc.</p> <p>Create activities about the people who help them in the community. Go on a visit or have a visit from someone.</p> <p>Listen to a grandparent or great grandparent talk about the toys they had when they were children.</p>	Celebrate some of the traditions associated with different cultures, i.e., Diwali, Eid, Easter, etc.		

	<p>the UK that children may know about and may have visited.</p> <p>Talk about different countries. Those that some may have been on holiday to and some may have lived in.</p> <p>Introduce vocabulary related to the past. Words such as yesterday, before, last week, once upon a time, etc.</p> <p>Look at photographs of people in their family as they are now and talk about younger and older, etc.</p> <p>Look at the photographs of family members when they were as young as they are. Note the differences in clothes.</p>	<p>Use artefacts and video extracts to help children know about culture and communities in different parts of the world.</p>					
Geography / History	<p>Children will be familiar with terms like new and old;</p>	<p>Recognising and describing special</p>			<p>Showing interest in the lives of people</p>		

<p>F1</p> <p>Objectives</p>	<p>They will recognise that there are children that are older than them and others that are younger;</p> <p>They will have an awareness that they can do more for themselves now than when they were babies;</p> <p>Children are likely to have come across photographs of their grandparents and great grandparents when they were young.</p>	<p>times or events for family or friends;</p> <p>Showing interest in different occupations and ways of life.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>occupations and ways of life;</p> <p>Knowing some of the things that make them unique, and talking about some of the similarities and differences in relation to friends or family.</p>	<p>who are familiar to them;</p> <p>Remembering and talking about significant events in their own experience;</p> <p>Recognising and describing special times or events for family or friends;</p> <p>Knowing some of the things that make them unique, and talking about some of the similarities and differences in relation to friends or family.</p>		
<p>Science</p> <p>F1</p> <p>Key Areas</p>		<p>Look more closely at natural materials by using magnifying instruments and get children to make observations, both in words and drawing.</p> <p>Look at a number of plants growing in</p>	<p>Let children explore magnets with different materials and let them draw conclusions where applicable. Let them find out more about the way they can make things move without</p>	<p>Look at the qualities of different materials such as fabric, wood, plastic, etc Let them explore which can bend stretch, etc. Group materials according to certain attributes, e.g., materials that stretch,</p>	<p>Collect different materials they find in outside places like woods, etc (taking care to be environmentally friendly)</p> <p>Organise the collections into groups, such as</p>	<p>Consider what happens to eggs and caterpillars as they develop. Let them have first hand experiences of different growth cycles.</p>

		<p>the natural environment, look at wild flowers but also trees.</p>	<p>touching them, for example blowing</p> <p>Let children explore a range of toys with moving parts, these may include wind up toys and battery operated toys.</p> <p>Explore anything that has wheels. Look at toys, scooters and bicycles.</p> <p>Let children explore using small wheeled vehicles moving on different surfaces, such as sand wood, etc.</p>	<p>bend, move when in the wind, etc</p> <p>Let children make up their own vehicles, etc. and add wheels to them. Let them understand more about how they can make things move on their own.</p>	<p>things that grow/ grew and things that did not grow.</p> <p>Label different materials by name, i.e., wood, plastic, glass, etc. Consider some of their uses.</p> <p>Look more closely at natural materials by using magnifying instruments and get children to make observations, both in words and drawing.</p> <p>Look at a number of plants growing in the natural environment, look at wild flowers but also trees.</p> <p>Find out more about seeds by looking carefully at sunflowers and also fruit and isolate the seeds. Plant the seeds in different materials including soil and</p>	
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					talk about what they need to do to take care of the seed.	
Science F1 Objectives		Able to comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world;	Talking about why things happen and how things work.	Talking about why things happen and how things work.	Talking about some of the things they have observed such as plants, animals, natural and found objects; Developing an understanding of growth, decay and changes over time; Showing care and concern for living things and the environment.	Able to comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world; Talking about some of the things they have observed such as plants, animals, natural and found objects.

<p>Communication and Language F2</p> <p>Objectives Development Matters ELG</p>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Make comments about what they have heard and ask questions to clarify their understanding Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction,</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>
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			rhymes and poems when appropriate.			
Personal, Social and Emotional Development F2 Development Matters ELG	See themselves as a valuable individual. Manage their own needs. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs.	Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Form positive attachments to adults and friendships with peers.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Explain the reasons for rules, know right from wrong and try to behave accordingly.	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.
PSHE SCARF	Me and My Relationships	Growing and Changing	Rights and Responsibilities	Valuing Difference	Being My Best	Keeping Myself Safe
Physical Development F2 Objectives	Revise and refine the fundamental movement skills they have already acquired. Develop the overall body strength, co-	Progress towards a more fluent style of moving, with developing control and grace.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Negotiate space and obstacles safely, with consideration for themselves and others.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

<p>Development Matters ELG</p>	<p>ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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. Know and talk about the different factors that support their overall health and wellbeing. Further develop the skills they need to manage the school day successfully.</p>	<p>Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Demonstrate strength, balance and coordination when playing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to show accuracy and care when drawing.</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p>
<p>P.E. focus</p>	<p>Spatial awareness</p>	<p>Gymnastics</p>	<p>Spatial awareness</p>	<p>Dance</p>	<p>Ball skills</p>	<p>Team games</p>

Literacy F2 Key Areas	Nursery Rhymes	Adventure	Non-fiction	Traditional Tales	Multicultural	Sentence writing
Literacy F2 Objectives Development Matters ELG	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Spell words by identifying the sounds and then writing the sound with letter/s.	Read some letter groups that each represent one sound and say sounds for them. Form lower-case and capital letters correctly. Re-read what they have written to check that it makes sense. Write recognisable letters, most of which are correctly formed.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Say a sound for each letter in the alphabet and at least 10 digraphs. Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write simple phrases and sentences that can be read by others.	Write simple phrases and sentences that can be read by others.

Maths F2 White Rose	BASELINE Comparing Matching Sorting Subitising Pattern	Composition and arrangement of 1-5 One more and less Positional language Sequencing 2D shape	Zero Mass Capacity Height and length	Composition and arrangement of 6-10 Addition Time (measuring short periods and days of the week) 3D shape Pattern	To 20 – Number patterns, missing numbers, ordering numbers, addition and subtraction Shape pictures and constructions	Doubling, sharing and grouping Odd and even Estimating Problem solving Position and direction
Maths F2 Objectives Development Matters ELG	Count objects, actions, sounds. Compare numbers. Continue, copy and create repeating patterns. Subitise. Link the number symbol with its cardinal number value. Subitise up to 5.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Understand the 'one more than/one less than' relationship between consecutive numbers.	Compare length, weight and capacity. Explore the composition of numbers to 10. Compare numbers.	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Have a deep understanding of number to 10, including the composition of each number. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Count beyond ten. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Verbally count beyond 20, recognising the pattern of the counting system

<p>Geography / History F2</p> <p>Key Areas</p>	<p>Appreciate that photographs of the past tell them about how things have changed.</p> <p>Learning, through handling artefacts, that people did not have the modern appliances we have today.</p> <p>Able to talk about changes they note in photographs and from direct experiences of past events.</p> <p>Begin to show that they can organise artefacts by age and start to justify their choices.</p>	<p>Know that not everywhere in the world or England is exactly the same as their city, town or village.</p> <p>Be able to explain to someone about the environment that they live in and begin to appreciate it.</p> <p>Appreciate that in some parts of the country there may be different facilities and attractions.</p> <p>Know that some parts of the country attract people for different reasons, e.g., holidays or special visits.</p>	<p>Begin to notice the environment that surrounds them.</p> <p>Begin to use simple positional language, such as far away and next to.</p> <p>Look at photographs and simple maps of their immediate area and begin to recognise what is being represented.</p> <p>Create a simple representation of what has been set out in front of them or of a street close to the school.</p>	<p>Appreciate that many stories are set in a time in the past.</p> <p>Appreciate that often things need changing and that it can sometimes take a brave person to start the process.</p> <p>Talk about why people did what they did and discuss what drove them to do so.</p> <p>Begin to appreciate that many people did things that have helped to make the world a better place.</p>	<p>Know that they live in a country that is called England.</p> <p>Know that London is the biggest city in England and is the place where we have a special palace.</p> <p>Know that there are many other countries in the world and that some of the children in school may have been born there.</p> <p>Begin to appreciate that life for children living in other countries can sometimes be very different to their own.</p>	
<p>UttW F2</p> <p>Objectives</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>	<p>Talk about the lives of the people around them and their roles in society;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>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>	

	read in class and storytelling.					
Science F2 Key Areas		<p>Notice that the weather changes very frequently and that they have to wear different clothing through the year. Be able to contribute to a weather chart using appropriate symbols when doing so. Know which season is the hottest in the year and which is the coldest. Know the names of the seasons and be able to articulate what each season brings.</p>	<p>Appreciate that there are a number of creatures that share our planet with us Learn to look more closely at plants, animals and insects that are around us Begin to notice certain patterns in the natural world, e.g., spider spinning a web, ice melting, sun going behind clouds Talk about and draw some of the natural phenoniums around them by observing and recording.</p>			<p>Appreciate that there are a number of creatures that share our planet with us Learn to look more closely at plants, animals and insects that are around us Begin to notice certain patterns in the natural world, e.g., spider spinning a web, ice melting, sun going behind clouds Talk about and draw some of the natural phenoniums around them by observing and recording.</p>
UtW F2 Objectives		<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and</p>			<p>Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and</p>

			differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.			differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
Art / Music F2 Key Areas	Self portraits Nursery rhymes	Charanga: My Stories Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Natural / land art	Props for role play. Recount narratives. Perform.	Charanga: Our World Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	Charanga: Reflect, Rewind and Replay Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place

R.E.	Belonging	What times are special and why?	Our Wonderful Earth	Which stories are special and why?	What places are special and why?	Which people are special and why?
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