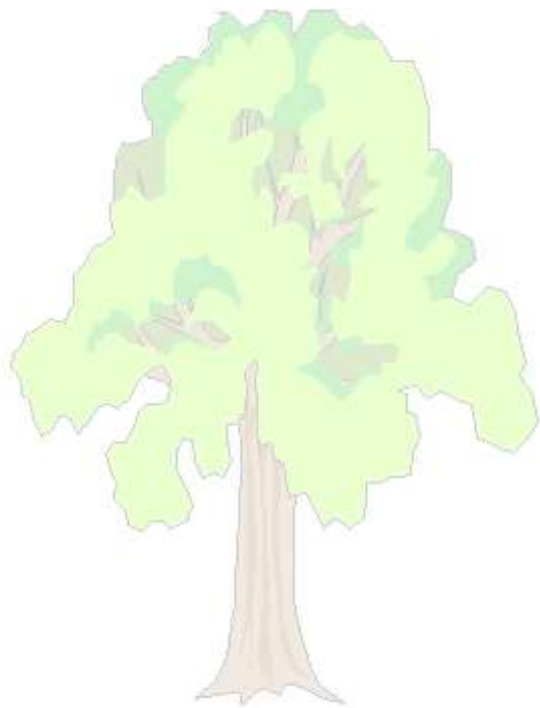

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading Comprehension</p>	<p>0-3 Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Ask questions about the book and make comments; share their own ideas. 3&4 Have an understanding that print has meaning. Understand that we read English text from left to right and from top to bottom. Understanding the different parts of a book. ELG Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary.</p>	<p>0-3 Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Ask questions about the book and make comments; share their own ideas. 3&4 Have an understanding that print has meaning. Understand that we read English text from left to right and from top to bottom. Understanding the different parts of a book. ELG Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary. Anticipate – where appropriate – key events in stories. Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>3&4 Have an understanding that print has meaning. Understand that we read English text from left to right and from top to bottom. Understanding the different parts of a book. ELG Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary. Anticipate – where appropriate – key events in stories. Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>3&4 Have an understanding that print has meaning. Understand that we read English text from left to right and from top to bottom. Understanding the different parts of a book. Rec Re-read books to build up their understanding and enjoyment ELG Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary. Anticipate – where appropriate – key events in stories. Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Rec Re-read books to build up their understanding and enjoyment Re- read books to build up their confidence and fluency. ELG Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary. Anticipate – where appropriate – key events in stories. Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Rec Re-read books to build up their understanding and enjoyment Re- read books to build up their confidence and fluency. ELG Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary. Anticipate – where appropriate – key events in stories. Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Word Reading</p>	<p>0-3 Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. 3&4 Develop their phonological awareness: spot and suggest rhymes. Engage in extended conversations about stories, learning new vocabulary. Rec Read individual letters by saying the sounds for them.</p>	<p>0-3 Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. 3&4 Develop their phonological awareness: spot and suggest rhymes. Engage in extended conversations about stories, learning new vocabulary. Rec 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.</p>	<p>3&4 Develop their phonological awareness: spot and suggest rhymes. Engage in extended conversations about stories, learning new vocabulary. Rec 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 some letter groups (digraphs and trigraphs) that each represent one sound and say sounds for them Read a few common exception words (tricky words)</p>	<p>3&4 Develop their phonological awareness: spot and suggest rhymes. Engage in extended conversations about stories, learning new vocabulary. Rec 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 some letter groups (digraphs and trigraphs) that each represent one sound and say sounds for them Read a few common exception words (tricky words) Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>3&4 Develop their phonological awareness: spot and suggest rhymes. Engage in extended conversations about stories, learning new vocabulary. Rec 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 some letter groups (digraphs and trigraphs) that each represent one sound and say sounds for them Read a few common exception words (tricky words) Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing</p>	<p>0-3 Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. 3&4 Use some of their print and letter knowledge in their early writing. Write some of their name/ all their name. Write some letters accurately.</p>	<p>0-3 Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. 3&4 Use some of their print and letter knowledge in their early writing. Write some of their name/ all their name. Write some letters accurately. Rec Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. ELG Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences independently.</p>	<p>Rec Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. ELG Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences independently.</p>		

Senacre Wood
Primary School



Maths

Maths	Baseline week 1-4	Link numerals and amounts up to 5 (3& 4/ N)	Count objects, actions and sounds (reception)	Solving word problems (3& 4/ N)	Composition of numbers, including number bonds, doubling, halving and sharing (Reception)	Describe a familiar route (3& 4/ N)
	Modelling counting in everyday contexts (birth – 3/ 22-36m)	Finger numbers up to 5 (3& 4/ N)	Fast recognition of objects up to 3 (3& 4/ N)	Number bonds; adding and subtraction (reception)		Odds and evens (ELG)
	Inset puzzles (birth – 3/ 22-36m)	Solving word problems (3& 4/ N)	Fast recognition of objects up to 5 (Reception)	Count beyond 10, familiarising with 2 digit numbers (reception)	Odd and evens (Reception/ ELG)	One more/ one less relationship between numbers (Reception) –
	Recite numbers past 5 (3& 4/ N)	Comparing quantities through modelling vocab such as ‘more’, ‘fewer’, ‘less’ etc. (3& 4/ N)	Cardinal principle in larger sets (3& 4/ N)	Link numerals with cardinal value up to 10 (Reception)	Exploring 2D and 3D shapes, modelling vocab such as ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’ (3& 4/ N)	Compare numbers through collecting a range of objects, paying attention to the number not the size (Reception)
	Counting in order past 5 (3& 4/ N)	Composition of numbers to 5 (reception)	Composition of finger numbers up to 10 (Reception)	Compare Numbers (Reception)	Conceptual subitising, such as 2 and 2, 3 and 3 etc. (Reception)	
	Cardinal principle up to 5 (3& 4/ N)	Exploring 2D and 3D shapes, modelling vocab such as ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’ (3& 4/ N)	Estimating groups (Reception)	Doubling to 10 (Reception)	Pattern of counting beyond 10 (ELG)	Select, rotate and manipulate shapes in order to develop spatial reasoning skills (Reception)
	Create repeating patterns (3& 4/ N)	Talk about and identify patterns (3& 4/ N)	Quick recognition of numerals/ amounts (Reception)	Halving quantities (Reception)	Compose and decompose shapes; find 2D shapes in 3D shapes (Reception)	
	Understand position through words alone (3& 4/ N)	Select shapes appropriately & experiment to make new ones (3& 4/ N)	One more/ one less relationship between numbers (Reception)	Continue, copy, create, and correct repeating patterns (Reception)	Comparing quantities with a wider vocab (ELG)	
	Discuss locations using positional language (3& 4/ N)	Talk about patterns of events (3& 4/ N)	Composition of numbers up to 5 (Reception)	Compare length, weight and capacity using a wider vocab (Reception)		
	Describe a familiar route (3& 4/ N)	Describe a familiar route (3& 4/ N)	Introduce number bonds 0-5 & continue into T4. (reception)			
	Make comparisons between length, weight and capacity (3& 4/ N)	Exploring 2D and 3D shapes, modelling vocab such as ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’ (3& 4/ N)				
	Notice and correct an error in a repeating pattern (3&4/N)					

Primary School

Understanding the World

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	What makes me, me?	What do I celebrate and why?	Traditional Tales: Should they change, or should they stay the same?	Spring Growth	Minibeasts: What can we find crawling in the grass, ground, under pots and all around?	Under the Sea: What does life look like under the sea?
People, Culture and Communities	<p>Rec:</p> <ul style="list-style-type: none"> - Draw information from a simple map. - Understand that some places are special to members of their community. - Recognise some similarities and differences between life in this country and life in other countries. - Recognise some environments that are different from the one in which they live 		<p>Rec:</p> <ul style="list-style-type: none"> - Draw information from a simple map. - Understand that some places are special to members of their community. 			<p>Rec:</p> <ul style="list-style-type: none"> - Draw information from a simple map. - Recognise some environments that are different from the one in which they live.
	<p>ELG:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - 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. - 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>ELG:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - 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>ELG:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - 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.
The Natural World	<i>Animal stories</i>	<i>Snow and ice</i>	<p>Rec:</p> <ul style="list-style-type: none"> - 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. 			
			<p>ELG:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Understand some important processes and changes in the natural world around them, including the seasons. 		<p>ELG:</p> <ul style="list-style-type: none"> - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	
Past and	<p>Rec: Talk about members of their immediate family and community.</p>	<p>Rec: Comment on images of familiar situations in the past.</p>	<p>Rec: Compare and contrast characters from stories, including figures from the past.</p>			

ELG	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
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Personal, Social and Emotional Development

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme		What makes me, me? Jigsaw- Being Me in My World	What do I celebrate and why? Jigsaw- Celebrating Difference	Traditional Tales: Should they change, or should they stay the same? Jigsaw- Dreams and Goals	Spring Growth Jigsaw- Healthy Me	Minibeasts: What can we find crawling in the grass, ground, under pots and all around? Jigsaw- Relationships	Under the Sea: What does life look like under the sea? Jigsaw- Changing Me
Building Relationships		<p>I understand how it feels to belong and that we are similar and different</p> <p>I enjoy working with others to make school a good place to be</p>	<p>I understand that being different makes us all special</p> <p>I know we are all different but the same in some ways</p> <p>I can tell you how to be a kind friend</p>	<p>I can use kind words to encourage people</p>	<p>I know who my safe adults are and how to stay safe if they are not close by me</p>	<p>I know how to make friends to stop myself from feeling lonely</p> <p>I can think of ways to solve problems and stay friends</p> <p>I know how to be a good friend</p>	
		<p>3&4:</p> <ul style="list-style-type: none"> - Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries. <p>Rec:</p> <ul style="list-style-type: none"> - Build constructive and respectful relationships. 		<p>3&4:</p> <ul style="list-style-type: none"> - Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries. <p>Rec:</p> <ul style="list-style-type: none"> - Build constructive and respectful relationships. <p>ELG:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. 		<p>Rec:</p> <ul style="list-style-type: none"> - Build constructive and respectful relationships. <p>ELG:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and others' needs. 	
Self-Regulation		<p>I can start to recognise and manage my feelings</p> <p>I understand why it is good to be kind and use gentle hands</p>		<p>I can set a goal and work towards it</p>		<p>I can use Calm Me time to manage my feelings</p>	<p>I can express how I feel about moving to Year 1</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1</p>
		<p>3&4:</p> <ul style="list-style-type: none"> - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings. - Understand gradually how others might be feeling. <p>Rec:</p> <ul style="list-style-type: none"> - Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. 		<p>3&4:</p> <ul style="list-style-type: none"> - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings. - Understand gradually how others might be feeling. <p>Rec:</p> <ul style="list-style-type: none"> - Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. <p>ELG:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 		<p>Rec:</p> <ul style="list-style-type: none"> - Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. <p>ELG:</p> <ul style="list-style-type: none"> - 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. - 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. 	

Managing Self	<p>I understand why it is good to be kind and use gentle hands</p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play</p>		<p>I understand that if I persevere I can tackle challenges</p> <p>I can tell you about a time I didn't give up until I achieved my goal</p> <p>I can set a goal and work towards it</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud</p>	<p>I know which foods are healthy and not so healthy and can make healthy eating choices</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p>		<p>I can tell you some things I can do and foods I can eat to be healthy</p>
	<p>3&4:</p> <ul style="list-style-type: none"> - Select and use activities and resources, with help when needed. - Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Be increasingly independent in meeting their own care needs. <p>Rec:</p> <ul style="list-style-type: none"> - See themselves as a valuable individual. - Show resilience and perseverance in the face of challenge. 		<p>3&4:</p> <ul style="list-style-type: none"> - Select and use activities and resources, with help when needed. - Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Be increasingly independent in meeting their own care needs. <p>Rec:</p> <ul style="list-style-type: none"> - See themselves as a valuable individual. - Show resilience and perseverance in the face of challenge. - Manage own needs, such as personal hygiene. - Know and talk about the different factors that support their overall health and wellbeing. <p>ELG:</p> <ul style="list-style-type: none"> - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 		<p>Rec:</p> <ul style="list-style-type: none"> - See themselves as a valuable individual. - Show resilience and perseverance in the face of challenge. - Manage own needs, such as personal hygiene. - Know and talk about the different factors that support their overall health and wellbeing. <p>ELG:</p> <ul style="list-style-type: none"> - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	What makes me, me?	What do I celebrate and why?	Traditional Tales: Should they change, or should they stay the same?	Spring Growth	Minibeasts: What can we find crawling in the grass, ground, under pots and all around?	Under the Sea: What does life look like under the sea?

Communication, Language and Literacy

Listening, Attention and Understanding

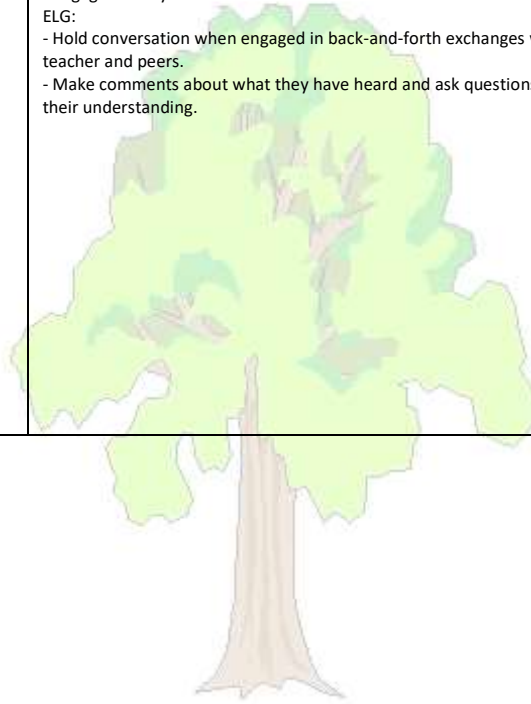
3&4:
- Enjoy listening to longer stories and can remember much of what happens.
- Understand a question or instruction that has two parts.

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- Enjoy listening to longer stories and can remember much of what happens.
- Understand a question or instruction that has two parts.
- Pay attention to more than one thing at a time, which can be difficult.
- Understand 'why' questions.
Rec:
- Ask questions to find out more and to check they understand what has been said to them.
- Listen to and talk about stories to build familiarity and understanding.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

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- Enjoy listening to longer stories and can remember much of what happens.
- Understand a question or instruction that has two parts.
- Pay attention to more than one thing at a time, which can be difficult.
- Understand 'why' questions.
Rec:
- Understand how to listen carefully and why listening is important.
- Ask questions to find out more and to check they understand what has been said to them.
- Listen to and talk about stories to build familiarity and understanding.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in story times.
ELG:
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Make comments about what they have heard and ask questions to clarify their understanding.

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- Understand how to listen carefully and why listening is important.
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- Listen to and talk about stories to build familiarity and understanding.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in story times.
ELG:
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Make comments about what they have heard and ask questions to clarify their understanding.
- 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.

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- 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.



St. Aidan's Primary School

Speaking

3&4:
 - Sing a large repertoire of songs.
 - Develop their communication but may continue to have problems with irregular tenses and plurals.
 - Use longer sentences of four to six words.
 - Start a conversation with an adult or a friend and continue it for many turns.
 - Use talk to organise themselves and their play.
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 Rec:
 - Learn new vocabulary.
 - Use new vocabulary through the day.

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 - Sing a large repertoire of songs.
 - Develop their communication but may continue to have problems with irregular tenses and plurals.
 - Use longer sentences of four to six words.
 - Start a conversation with an adult or a friend and continue it for many turns.
 - Use talk to organise themselves and their play.
 - Use a wider range of vocabulary
 - Know many rhymes, be able to talk about familiar books, and be able to tell a long story
 - 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.
 Rec:
 - Learn new vocabulary.
 - Use new vocabulary through the day.
 ELG:
 - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

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 - Know many rhymes, be able to talk about familiar books, and be able to tell a long story
 - 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.
 Rec:
 - Learn new vocabulary.
 - Use new vocabulary through the day.
 - Articulate their ideas and thoughts in well-formed sentences.
 - Connect one idea or action to another using a range of connectives.
 - Describe events in some detail
 - Develop social phrases.
 ELG:
 - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
 - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
 - 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.

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 - Start a conversation with an adult or a friend and continue it for many turns.
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 - Use new vocabulary through the day.
 - Articulate their ideas and thoughts in well-formed sentences.
 - Connect one idea or action to another using a range of connectives.
 - Describe events in some detail.
 - Develop social phrases.
 - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
 ELG:
 - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
 - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
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		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme		What makes me, me?	What do I celebrate and why?	Traditional Tales: Should they change, or should they stay the same?	Spring Growth	Minibeasts: What can we find crawling in the grass, ground, under pots and all around?	Under the Sea: What does life look like under the sea?
Physical Development	Gross Motor Skills	<p>PE Unit-Play</p> <p>3&4: - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Rec: - Refine the fundamental movement skills, such as: crawling, walking, jumping, running, hopping, skipping. - Combine different movements with ease and fluency. - Further develop and refine a range of ball skills including: throwing, catching, kicking and passing. ELG: - Negotiate space and obstacles safely, with consideration for themselves and others. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>PE Unit- Balance</p> <p>3&4: - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Continue to develop their movement, balancing. - Start taking part in some group activities which they make up for themselves, or in teams. Rec: - Develop the overall body strength, co-ordination and balance. Use their core muscle strength. ELG: - Demonstrate strength, balance and coordination when playing.</p>	<p>PE Unit- Co-ordination</p> <p>3&4: - Match their developing physical skills to tasks and activities in the setting. Rec: - Combine different movements with ease and fluency. - Develop overall body-strength, balance, co-ordination and agility. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing and aiming. ELG: - Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>PE Unit-Jumping</p> <p>3&4: - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. - Refine the fundamental movement skills, such as: jumping, hopping, and skipping. - Develop overall body-strength, balance, co-ordination and agility. ELG: - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, hopping, skipping and climbing.</p>	<p>PE Unit- Agility</p> <p>Rec: - Combine different movements with ease and fluency. - Develop overall body-strength, balance, co-ordination and agility. ELG: - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing.</p>	<p>PE Unit- Target</p> <p>3&4: - Start taking part in some group activities which they make up for themselves, or in teams. - Match their developing physical skills to tasks and activities in the setting. Rec: - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing and aiming. ELG: - Demonstrate strength, balance and coordination when playing.</p>
	Fine Motor Skills	<p>3&4: - Choose the right resources to carry out their own plan. - Collaborate with others to manage large items. - Use one-handed tools and equipment. - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. - Be increasingly independent as they get dressed and undressed. Rec: - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Further develop the skills they need to manage the school day successfully. ELG: - Use a range of small tools, including scissors, paint brushes and cutlery.</p>		<p>3&4: - Use one-handed tools and equipment. - Use a comfortable grip with good control when holding pens and pencils. - Be increasingly independent as they get dressed and undressed. Rec: - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Develop the foundations of a handwriting style which is fast, accurate and efficient. ELG: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paint brushes and cutlery. - Begin to show accuracy and care when drawing.</p>	<p>Rec: - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Develop the foundations of a handwriting style which is fast, accurate and efficient. ELG: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paint brushes and cutlery. - Begin to show accuracy and care when drawing.</p>		