



Year R

Termly Overview and Weekly Breakdown

Autumn

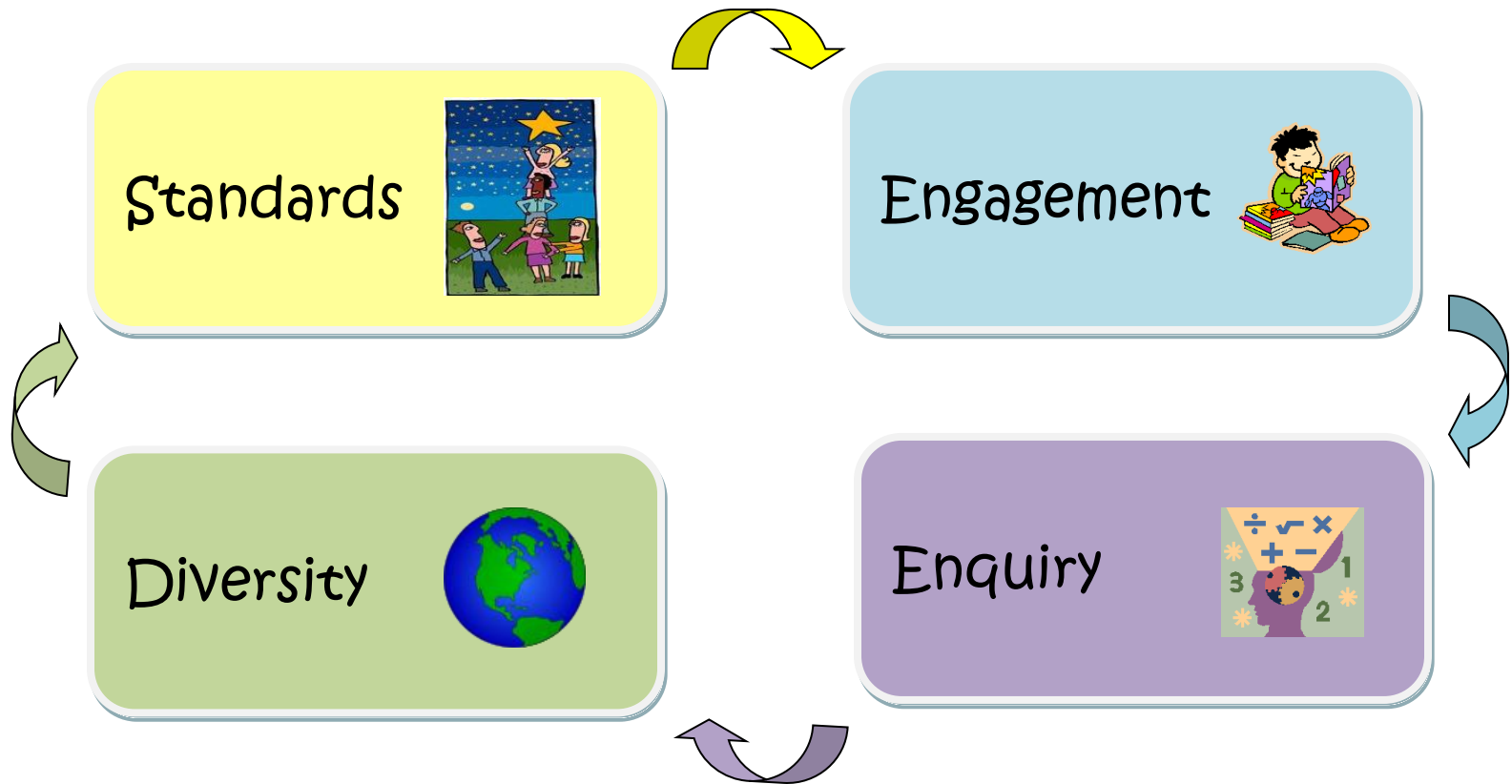
Vision Statement

'Aim high and smile'

WEST HOVE
INFANT SCHOOL
.....
A family of friends



Curriculum Drivers : S.E.E.D.



'Seed for learning'



'Life-long learning'

The School's Curriculum Organisation

Our school curriculum is planned sequentially and builds upon children's prior knowledge and learning. It reflects and exploits the local context and our pupil diversity and is based on first hand experiences where possible. It is broad and balanced and is underpinned by the following four key drivers:

Standards:

- Our curriculum is both **knowledge** and **skills** based and **standards** driven.
- Reception planning is drawn from the Early Years Curriculum and 'Development Matters'. Key Stage 1 planning follows the National Curriculum (2014).
- Children are assessed at the end of each unit of work against **age related expectations**.

Engagement:

- It outlines a curriculum which is **memorable**; it **provokes** and **engages** as well as imparting knowledge.
- Learning is made meaningful and purposeful through **Cross-curricular links**.
- All lessons follow our school **Learning Model**.

Enquiry:

- It encourages children to **think deeply, creatively and critically**.
- It promotes **higher forms of thinking**, such as analysing and evaluating concepts, processes, procedures and principles, rather than simply remembering facts.
- It includes **challenging questions** to encourage confidence, explanation, discussion, reasoning and deeper thinking in a forum where there is no right or wrong answer and all ideas are valued.
- It focuses on promoting a '**Growth Mind-set**' and is linked to the **Characteristics of Learning**.

Diversity:

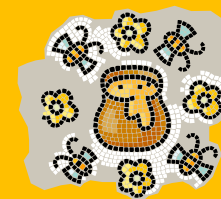
- It promotes **inclusion**.
- It reflects and responds to the needs and **diversity** of the school community.
- It promotes **British Values**.
- It reflects and responds to the needs and **diversity** of the school community.



Year R

Autumn Topic

Bears, Bears, Bears!



Expectations

At the end of this unit all children will be able to:

- talk about what makes them feel happy, scared, safe
- know our school rules, why we have them and how they keep us safe
- know that some behaviour is unacceptable and know what to do if they have been upset or are worried
- retain and communicate key facts about bears as well as recognising similarities and differences between different types of bears
- know where to find new information
- use descriptive vocabulary to describe the texture, look and smell of objects in the natural environment.
- draw a simple story map
- use a computer mouse
- Create pictures on the computer using age-appropriate software
- Move in different ways around the hall space changing direction and avoiding obstacles
- Create a simple dance to stimuli, using a range of different movements
- write initial sounds in words and some simple words.
- Count accurately with objects to 5, recognise numerals 0-5
- use numbers 1-5 for calculations and problems
- know number bonds to 5 (pairs that add together to make 5 in total)
- use everyday language to describe events, the passing of time and shapes
- Create observational drawings
- name some festivals and say why they are special to communities around the world

About this project

It's all things bears this half term in Reception. We learn lots of interesting facts about bears as well as exploring these fascinating creatures in all areas of the curriculum from Art to Science to Literacy

In Literacy we look at well-known stories such as 'Goldilocks and the Three Bears' and 'We're Going on a Bear Hunt'. We re-tell the stories, make lists, and even begin to write short captions. In Phonics we learn all of the alphabet letter sounds as well as 'Busy Bee' words, which are words you cannot sound out.

In Maths we practise our counting, ordering and calculation skills with numbers to 5 and learn to 'Subitise' – seeing how many in a small group of numbers without having to count them. Remember: don't count-say the amount!

We have lots of fun learning about special festivals such as Diwali, Hanukkah and Christmas.

It is a creative term indeed! We begin by learning how to make different lines using pencils and pressure before moving into colour mixing. We take time to explore depth and tone of colour before creating some colourful masterpieces.

The fun doesn't stop there as we learn how to make porridge and best of all we get to taste it. Yum, yum!

What a busy term we have, and it gets even busier leading up to Christmas as we all get ready for our first school play. We learn lots of new songs and even help to make our Christmas costumes.

Key Vocabulary

Golden rules, classroom, school, teacher, lunch, carpet, respect, tidy up, special, same, different, celebrate, family, autumn, changes, Bears, Goldilocks, Big, medium, small, research, fiction, non-fiction

Trips/Visitors

- Teddy bears picnic

Ongoing throughout the unit

Communication and

-Enjoy listening to longer stories and can remember much of what happens.

Language <i>(on-going throughout the unit)</i>	- Pay attention to more than one thing at a time, which can be difficult. - Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - Develop their pronunciation - Use longer sentences of 4-6 words	
Literacy	Phonics	Phase 2 To hear and say the initial sound in words. To link sounds to letters, naming and sounding the letters of the alphabet. To verbally segment and blend words; decoding regular words To read Phase 2 tricky and high frequency words.
	Grammar	To be able to think of (compose) and say a sentence Begin to break the flow of speech into words
	Reading	To recognise familiar words and signs such as their name. 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 Begin to recognise and read some 'Busy Bee' (tricky) words
	Writing	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; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. Spell words by identifying the sounds and then writing the sound with letter/s.
Mathematics	- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Show 'finger numbers' up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Count objects, actions and sounds. - Subitise to 5 - Explore the composition of numbers to 5 - Automatically recall number bonds for numbers 0-5 - Solve real world mathematical problems with numbers up to 5. - Compare quantities using language: 'more than', 'fewer than'. - Link the number symbol (numeral) with its cardinal number value.	

	- Understand the 'one more than/one less than' relationship between consecutive numbers to 5 - Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat',
Fine Motor Skills	- Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Start eating independently and learning how to use a knife and fork. - Show a preference for a dominant hand. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Gross Motor Skills	Hall Skills - To listen and respond to instructions - To move safely and sensibly in space with consideration for others. - To work with other cooperatively and play as a group. Dance - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. - Progress towards a more fluent style of moving, with developing control and grace. - To explore different body parts and how they move, remembering and repeating actions. - Watch and talk about dance and performance art, expressing their feelings and responses. - To move with control and coordination, linking, copying and repeating actions.
PSED	-Increasingly follow rules, understanding why they are important. -Build constructive and respectful relationships. -Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

<u>Week 1-3</u>	<u>Key Text & Writing Focus</u>	<u>C&L</u> (Phonics/ Writing)	<u>Maths</u>	<u>UW</u> (Past & Present People, Cultures & Communities)	<u>UW</u> The Natural World	<u>PD</u> (PE & Fine motor)	<u>PSED</u>	<u>EAD</u> (Art/DT)	<u>EAD</u> (Music and Performance)
Week 1-3: Essential Learning Objectives: C&L: Understand how to listen carefully and why listening is important. - Start a conversation with an adult or a friend and continue it for many turns. Maths: On-entry assessments and identifying patterns Phonics: Phase 2 set 1: SATP PE-Squiggle While You Wiggle Dance 1									
Special Resources, Provision, ICT Links: Baseline resources									

<u>Week 4</u>	<u>Key Text & Writing Focus</u>	<u>C&L</u> (Phonics/ Writing)	<u>Maths</u>	<u>UW</u> (Past & Present People, Cultures & Communities)	<u>UW</u> The Natural World	<u>Saplings</u> Outdoor learning	<u>PD</u> (PE & Fine motor)	<u>PSED</u>	<u>EAD</u> (Art/DT)	<u>EAD</u> (Music and Performance)
	Peace At Last Draw and label something else noisy	Phonics-Phase 2 INMD	Subitising Spot amounts 1-3, represent with fingers, Use number names, introduce numerals 1-3 in environment	Family Diversity and Equality Structured StoryTime All Are Welcome Here	Environment	Introduction to outdoor learning and nature study	P.E. Hall Skills lesson 1 Moving safely /finding a space Squiggle While You Wiggle Dance 1	Independence Session 4	Drawing skills: Pencil pressure	Voice Sounds

Week 4: Essential Learning Objectives:

C&L: Enjoy listening to longer stories and can remember much of what happens.

Maths: Counting and using numerals and numbers to 3

UW: -Name and describe people who are familiar to them.

PD: - Use one-handed tools and equipment, for example, making snips in paper with scissors.

- Use a comfortable grip with good control when holding pens and pencils.

PSED: Build constructive and respectful relationships.

EAD: Explore pencil pressure

Special Resources, Provision, ICT Links:

- Jill Murphy texts
- Stonewall Resources
- Computer Lab

Week 5	<u>Key Text & Writing Focus</u>	<u>C&L</u> (Phonics/ Writing)	<u>Maths</u>	<u>UW</u> (Past & Present People, Cultures & Communities)	<u>UW</u> The Natural World	<u>Saplings</u> Outdoor learning	<u>PD</u> (PE & Fine motor)	<u>PSED</u>	<u>EAD</u> (Art/DT)	<u>EAD</u> (Music and Performa nce)
	Whatever next! List of what baby bear took to the moon.	Phonics- Phase 2 GOCK	Counting, Cardinality and ordinality Count 1-5 in sequence, say how many in a set, how many altogether, practise 1:1 correspond ence, including abstract	Photos of diverse family groups <u>Structured StoryTime</u> Each Peach Pear Plum	Signs of Autumn in natural world	Introductio n to outdoor learning and nature study	P.E. Hall Skills lesson 2 Move safely & developing control Squiggle While you Wiggle- Draw and Dance 2	Cooperation Sessions 1&2	Drawing skills: Curved line drawing (arcades and garlands)	Body sounds

			counting.						
Week 5: Essential Learning Objectives: C&L: -Enjoy listening to longer stories and can remember much of what happens. - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Maths: Counting and using numerals and numbers to 5 UW: To understand the effect of changing seasons on the natural world around them. PD: Start taking part in some group activities which they make up for themselves, or in teams. PSED: Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. EAD: Explore how to create curved lines									
Special Resources, Provision, ICT Links: - Jill Murphy texts - Computer Lab - Autumnal Treasures									

Week 6	<u>Key Text & Writing Focus</u>	<u>C&L</u> (Phonics/ Writing)	<u>Maths</u>	<u>UW</u> (Past & Present People, Cultures & Communities)	<u>UW</u> (The Natural World)	<u>Saplings</u> Outdoor learning	<u>PD</u> (PE & Fine motor)	<u>PSED</u>	<u>EAD (Art/DT)</u>	<u>EAD</u> (Music and Performance)
	Whatever next! Generate a list of what you would take to the moon	Phonics-Phase 2 CK E U R	Composition focus on numbers 3-4, continue subitising, counting amounts of 3 and 4, looking at amounts within 3 and 4 (compositing and	Astronauts/s mall world/Tim Peake/Chris Hadfield How to have a shower in space – You Tube	CUSP: Squirrels Who Squabbled – changing of the seasons	Tree study; sketching and Autumn leaf person making	P.E. Hall Skills lesson 3 Safety & equipment Squiggle While you Wiggle-Draw and Dance 3	Cooperation session 3 Citizenship session 1	Drawing skills: Zig-zag lines	Exploring instrumental sounds (tempo)

			decompo sing)							
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Week 6: Essential Learning Objectives:

C&L: -Enjoy listening to longer stories and can remember much of what happens.

- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Use some of their print and letter knowledge in their early writing.

Maths: Counting and ordering numbers to 5

- Explore the composition of numbers to 5, then 10

UW: Use all their senses in hands-on exploration of natural materials.

PD: Start taking part in some group activities which they make up for themselves, or in teams.

PSED: Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

EAD: Explore how to create zig zag shaped lines using diagonal strokes

Special Resources, Provision, ICT Links:

- Jill Murphy texts
- Pastels

Week 7	Key Text & Writing Focus	C&L (Phonics/ Writing)	Maths	UW (Past & Present People, Cultures & Communities)	UW (The Natural World)	Saplings	PD (PE & Fine motor)	PSED	EAD (Art/DT)	EAD (Music and Performance)
	Meg and Mog Potion ingredient writing	Phonics-Phase 2 HBFL	Subitising Spot amounts 1-5, use fingers to show amounts in different ways,	Harvest then and now History session Structured storytime Pumpkin Soup	Selection of gourds and harvest produce to investigate	Tree study; sketching and Autumn leaf person making	P.E. Hall Skills lesson 4 Travelling and following instructions Squiggle	Citizenship session 2	Pictures using drawing skills: Hilma Af Klint	Environmental Sounds (pitch and tempo)

			intro. Conceptual subitising (sets within sets)				While you Wiggle- Draw and Dance 4			
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Week 7: Essential Learning Objectives:

C&L: Use some of their print and letter knowledge in their early writing.

-Ask questions to find out more and to check they understand what has been said to them.

Maths: Sorting groups to 5

UW: Comment on images of familiar situations in the past.

PD: Start taking part in some group activities which they make up for themselves, or in teams.

PSED: To know why we have rules and how they help us

EAD: Create abstract pictures using a variety of lines

Special Resources, Provision, ICT Links:

- Seasons books and harvest stories
- Gourds

HALF TERM

Week 1	Key Text/ Stimulus Reading	C&L (Phonics/ Writing)	Maths	UW (Past & Present People, Cultures & Communities)	UW (The Natural World)	Saplings Outdoor learning	PD (PE & Fine motor)	PSED	EAD (Art/DT)	EAD (Music and Perform ance)
Stunning start-A bear has joined our class and wants to hibernate here for the	Bears- Introduce new topic & research facts	Phonics phase 2: ll, ss, ff, j	Comparis on of lengths	Bear Den foraging trip in the local park	Sources of light and dark: Can't you sleep	Cloud spotting/ rain water gathering and charting	Dance 1: Moving to a beat Squiggle While You Wiggle Dance 5	An introduction to feelings: the Colour Monster	Introduction to colour mixing with primary colours	Explorin g differed sounds

winter! Can the class be it's den?	Non-Fiction Children to make role play signs and labels				little bear			Perseverance session 1		
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Week 1: Essential Learning Objectives:

C&L: To find information from books and computers

Maths: To compare and contrast length of objects using everyday language such as shorter, longer, same

UW: To understand how and why animals hibernate: to recognise animal homes

UW: Light and dark-darkness as an absence of light

PD: Children can move to a beat

PSED: To be able to recognise and name feelings

C&L: Listens and responds to ideas expressed by others in conversation or discussion

EAD: To be able to select two primary colours to make a third

Special Resources, Provision, ICT Links:

- Bears non-fiction texts, pictures, video clips
- Torches, blankets, finger lights, mirrors

Week 2	Key Text/ Stimulus Reading	C&L (Phonics/ Writing)	Maths	UW (Past & Present People, Cultures & Communities)	UW (The Natural World)	Saplings Outdoor learning	PD (PE & Fine motor)	PSED	EAD (Art/DT)	EAD (Music and Performance)
	Non-Fiction (panda research) Children write a simple fact sentence	Phase 2: v, w, x, y Class Bear Non Fiction Book	Counting, Cardinality and Ordinality. Counting 1:1, saying how many, looking	Festival of Diwali	Bears around the world: name some habitats, observe body parts and	Cloud spotting and rain water gathering and charting	Dance session 2 Moving to music-upbeat tempo (grass stimulus) Squiggle While You Wiggle Dance 6	Feelings: Session 1, 'Green' Just Right system Perseverance session 2	Colour: Exploring mixing primary colours: How to make brown	Quiet and loud sounds

			at '5- ness'.		functio n and body needs					
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Week 2: Essential Learning Objectives

C&L: To extend vocabulary, link statements and stick to a main theme or intention.

Maths: Counting and using numerals and numbers to 10

UtW: Children recognise that people have different beliefs and celebrate special times in different ways

UtW: Explore the natural world around them, making observations and drawing pictures of animals and plants

UtW: Uses ICT hardware to interact with age-appropriate computer software

PD: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

PSED: To recognise what makes them calm and content, to recognise this feeling in their bodies

EAD: To know that any three colours when mixed will make brown

Special Resources, Provision, ICT Links:

- Bears non-fiction texts, pictures, video clips

Week 3	Key Text/ Stimulus Reading	C&L (Phonics/ Writing)	Maths	UW (Past & Present People, Cultures & Communiti es)	UW (The Natural World)	Saplings Outdoor learning	PD (PE & Fine motor)	PSED	EAD (Art/DT)	<u>EAD</u> (Music and Performance)
	We're Going On A Bear Hunt Talk for Writing focus-Story retelling with actions	Phase 2:z, qu th sh	Comparison Understandin g more or fewer when comparing groups of objects. Counting a set and identifying More, fewer, equal.	Passing of time: seasons	Changes of state over time: Set up Rotting experiment	Sculpture mapping	Dance session 3: moving to a slow tempo Squiggle While You Wiggle Dance 7	Anti-Bullying week Feelings: Session 2, 'Orange' Just Right system	How to make a colour a lighter shade	Fast and slow sounds

Week 3: Essential Learning Objectives

C&L: To use vocabulary and forms of speech that are increasingly influenced by their experiences of books

To join in with repeated refrains and recognise rhythm in spoken words To extend vocabulary and use language to imagine and recreate roles and experiences in play situations Maths: Comparing amounts using the language of more and less UtW: They understand the concept of changes over time and can describe this UtW: Completes a simple program on a computer PD: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. PSED: To recognise what makes them feel anxious, fizzy or silly; to recognise these feeling in their bodies and how to express them EAD: To add white to a colour to create a lighter shade
• Special Resources, Provision, ICT Links • Bear hunting equipment-magnifying glasses, binoculars, journey sticks (Strips of card with double sided tape attached) camera/ipad. • Set up different sensory experiences in classroom/outside to reflect story-grass, ice, mud etc.

Week 4	Key Text/ Stimulus Reading	C&L (Phonics/ Writing)	Maths	UW (Past & Present People, Cultures & Communities)	UW (The Natural World)	Saplings Outdoor learning	PD (PE & Fine motor)	PSED	EAD (Art/DT)	EAD (Music and Performance)
	We're Going on a Bear Hunt Speech bubble Drama	Phase 2: Ch ng nk	Composition Identifying the difference between a part and a whole in objects or images.	Marie Curie	Predictin g skills (Gummy bears in water)	Sculpture mapping	Dance session 4: Moving to a medium temp with added height Squiggle While You Wiggle Dance 8	Feelings: Session 3, 'blue' Just Right system Perseverance session 3	How to make a colour a darker shade	Expressing feelings with sounds

Week 4: Essential Learning Objectives

C&L: To use vocabulary and forms of speech that are increasingly influenced by their experiences of books

To join in with repeated refrains and recognise rhythm in spoken words

To extend vocabulary and use language to imagine and recreate roles and experiences in play situations

Maths: Recognising a whole is made of parts and that parts can make a total

UtW: Being able to make a scientific prediction

UtW: Completes a simple program on a computer

PD: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

PSED: To recognise what makes them feel sad, tired or bored; to recognise these feeling in their bodies and how to express them
 EAD: To add brown or black to a colour to create a darker shade

Special Resources, Provision, ICT Links

Gummy bears

Week 5	Key Text/ Stimulus Reading	C&L (Phonics/ Writing)	Maths	UW (Past & Present People, Cultures & Communities)	UW (The Natural World)	Saplings Outdoor learning	PD (PE & Fine motor)	PSED	EAD (Art/DT)	EAD (Music and Performance)
	Goldilocks Writing a simple sentence using a describing word – speech bubble	Phase 2 assessment Segmenting and blending review	Compositio n Composing and decomposi ng numbers into parts and a whole.	The First Christmas	Changes of state: Porridge making:	Minibeast hotel replenishin g	Dance session 5: creating and performing a routine Squiggle While You Wiggle Dance 9	Feelings: Session 4, 'Red' Just Right system Imagination session 1	To choose and create complementary combinations of colour	Making music in a group

Week 5: Essential Learning Objectives

C&L: To join in with repeated refrains and recognise rhythm in spoken words

To extend vocabulary and use language to imagine and recreate roles and experiences in play situations

Maths: to combine two sets of objects pictorially, renaming the whole amount

UtW: Understands the Christian tradition behind the festival of Christmas

UtW: Understands changes of state over time

UtW: Completes a simple program on a computer

PD: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

PSED: To recognise what makes them feel angry and out of control; to recognise these feeling in their bodies and how to express them

EAD: To create coloured pictures in the style of another artist

Special Resources, Provision, ICT Links

Porridge oats, milk, water, salt, honey

Week 6	Key Text/ Stimulus Reading	C&L (Phonics/ Writing)	Maths	UW (Past & Present People, Cultures & Communities)	UW (The Natural World)	Saplings Outdoor learning	PD (PE & Fine motor)	PSED	EAD (Art/DT)	EAD (Music and Performance)
	Dear Polar Bear Invitation to class Teddy Bear's Picnic	Phase 2 assessment: re-cap and review of all taught sounds this term	Counting, Ordinality and cardinality. 1:1 correspondenc e, ordinarily (how much in a set), abstract counting	The festival of Hannukah	Evergr een vs. decidu ous leaves	Minibeast hotel replenishment	Christmas play rehearsals Squiggle While You Wiggle Dance 9	Gender stereotypi ng session 1 Imaginati on session 2	To create a printing tile using line drawing skills	Christmas concert (cc People & Communities)

Week 6: Essential Learning Objectives

C&L: They give their attention to what others say and respond appropriately, while engaged in another activity

Maths: Children use counting skills of physical objects and relate to pictorial counting skills

UtW: children understand the story behind the Jewish festival of Hannukah

UtW: Completes a simple program on a computer

PD: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

PSED: Children recognise that toys and objects are not gendered

EAD: Using line drawing skills for engraved printing

Special Resources, Provision, ICT Links

- Picnic invite – envelopes
- Start to gather picnic blankets, paper cups and plates.
- Christmas decorations for classroom

Week 7	Key Text/ Stimulus Reading	C&L (Phonics/ Writing)	Maths	UW (Past & Present People, Cultures & Communities)	UW (The Natural World)	Saplings Outdoor learning	PD (PE & Fine motor)	PSED	EAD (Art/DT)	EAD (Music and Performance)
	Teddy Bears Picnic Dear Polar Bear	Phonics assessments Card Writing	Pattern Repeating and identifying simple patterns in colour shapes, sounds.	Christmas long ago and now	Changing of the season : Winter	Caring for birds in winter	Christmas play performances Squiggle While You Wiggle Dance re-cap	Gender stereotyping session 2 Imagination session 3	To create a repeating printed pattern using complementary colour	Christmas Songs

Week 7: Essential Learning Objectives

C&L: They give their attention to what others say and respond appropriately, while engaged in another activity

Maths: Can recognise, repeat and innovate a repeated pattern

UtW: Children recognise the differences in Christmas traditions

UtW: Children recognise that a range of technology is used in places such as homes and schools and knows how to stay safe whilst using them

PD: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

PSED: To safely stand up for themselves if they are stereotyped about game and toy choices

EAD: To create patterns using complementary colours

Special Resources, Provision, ICT Links

- Picnic food
- Picnic blankets, paper cups and plates.
- Christmas decorations for classroom

