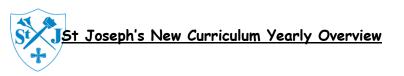


YFS	Autumn Term 1 (Baseline)	Autumn Term 2 (Checkpoint)	Spring Term 1	Spring Term 2 (Checkpoint)	Summer Term 1	Summer Term 2 (ELG-end of EYFS)
≥/Books	All About Me Space	People who Help us The Gruffalo	We're Going on a Bear Hunt TBC - Text linking to theatre trip	Lifecycles (TBC - ducks, caterpillars, frogspawn) Dinosaurs	Transport Under the Sea Healthy Eating	Plants Fairy tales
RE ad growing en of God)	UNIT RA: Creation UNIT RB: People who care for us	UNIT RB: People Who Care for us. UNIT RC: Advent UNIT RD: Christmas (part of unit)	UNIT RD: Christmas UNIT RE: Baptism	UNIT RG: Lent UNIT RH: Holy Week	UNIT RA: Easter UNIT RJ: Pentecost UNIT RF: People who help us Mary, the Mother of Jesus	UNIT RK: Prayer
cation and guage	C&L is not specifically planned for acro All aspects of developing CLL is consid a weighty focus on CLL as well as "Yea Observations, next steps and target so Intervention programmes such as Wel	ered throughout daily classroo r 6 buddies" and clear classroo etting support the developmen	m rules and routines t of individuals.		-	
ication and guage & ELG)			Listening, Attention Understanding Rec- Understand how to listen carefully and why listening is important. check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs Engage in non-fiction books.		Listening Attention and Understanding ELG - • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their	





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tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. 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. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver.

vocabulary through the day. Ask questions to find out more. Articulate their ideas and thoughts in well-formed sentences Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen 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. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

understanding

. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking 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

YFS	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2			
	(Baseline)	(Checkpoint)		(Checkpoint)		(ELG-end of EYFS)			
al, Social,	PSED is not specifically planned for across the year, however there is a focus for circle times.								
tional	The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered.								
opment	Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and								
	behaviour.								
al, Social,	Building relationships 3-4- Develop their s	ense of	Building relation	nships Rec- Build	Self Regulation ELG -				
+: a mal	1	_		•					

- Building relationships 3-4- Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries Begin to understand how others might be feeling.
- constructive and respectful relationships.
- **Self- regulation Rec-** Show resilience and perseverance in the
- 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





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Self-regulation 3-4- Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts.

Managing self 3-4- 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. Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

face of challenge. Express their feelings and consider the feelings of others Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.

Managing self Rec- See themselves as a valuable individual. Manage their own needs

- 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 ELG -

- 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.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationship ELG -

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

YFS	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	(Baseline)	(Checkpoint)		(Checkpoint)		(ELG-end of EYFS)





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nent G) Gross motor 3-4: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 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. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing. Further develop the skills they need to manage the school day successfully: · lining up and queuing · mealtimes · personal hygiene

Fine motor 3-4: 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 to eat 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 Rec: Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping running - hopping - skipping - climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' having a good sleep routine - being a safe pedestrian.

Fine motor Rec: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Gross motor ELG -

- Negotiates space and obstacles safely, with consideration for themselves and others.
- Demonstrates strength, balance and coordination when playing.
- Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine motor FLG-

- Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Uses a range of small tools, including scissors, paintbrushes and cutlery.
- Begins to show accuracy and care when drawing



		needs interests an	nd cultures when a	ppropriate.		
		Develop the foundat which is fast, accure	ions of a handwriting style tte and efficient.			
YFS	Autumn Term 1 (Baseline)	Autumn Term 2 (Checkpoint)	Spring Term 1	Spring Term 2 (Checkpoint)	Summer Term 1	Summer Term 2 (ELG-end of EYFS)
aths & ELG)	Number 3-4: Fast recognition of up to 3 objects, without individually ('subitising'). Recite numbers pas item in order: 1,2,3,4,5. Know that the last na small set of objects tells you how many the principle'). Show 'finger numbers' up to 5. Linexample, showing the right number of objects. Experiment with their own symbols and mand the solve real world mathematical problems with quantities using language: 'more than', 'fewer world mathematical problems with quantities using language: 'sides', 'corners'; 'strunderstand position through words alone - for the table," - with no pointing. Describe a farm and locations, using words like 'in front of' and between objects relating to size, length, we shapes appropriately: flat surfaces for build roof etc. Combine shapes to make new ones a Talk about and identifies the patterns arour on clothes, designs on rugs and wallpaper. Us 'pointy', 'spotty', 'blobs' etc. Extend and creat leaf, stick, leaf. Notice and correct an error to describe a sequence of events, real or fice 'first', 'then'	at 5. Say one number for each number reached when counting ere are in total ('cardinal nk numerals and amounts: for ts to match the numeral, up to arks as well as numerals. In numbers up to 5. Compare of than'. If explore 2D and 3D shapes and cuboids) using informal and aight', 'flat', 'round'. For example, "The bag is under miliar route. Discuss routes and 'behind'. Make comparisons ight and capacity. Select ding, a triangular prism for a an arch, a bigger triangle etc and them. For example: stripes see informal language like the ABAB patterns - stick, or in a repeating pattern. Begin	number symbol (numero value. Count beyond ten the 'one more than/one consecutive numbers. E numbers to 10. Numerical patterns RI bonds for numbers 0-1 shapes in order to deve Compose and decompose recognise a shape can be as numbers can. Contin	and sounds. Subitise. Link the al) with its cardinal number on. Compare numbers. Understand a less than relationship between explore the composition of the compositi	10, including the connumber; - Subitise (recognise counting) up to 5; - (without reference to ther aids) number is subtraction facts) are to 10, including doul Numerical Patterns-Verbally count beyond the pattern of the contexts, recognising greater than, less to ther quantity; - Explore and represenumbers up to 10, in	quantities without Automatically recall o rhymes, counting or conds up to 5 (including and some number bonds ole facts. ELG ond 20, recognising ounting system; es up to 10 in different g when one quantity is han or the same as the ent patterns within including evens and and how quantities can

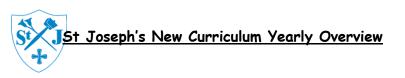


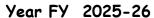


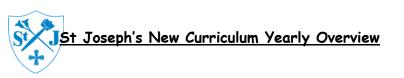
Maths	Number: match, sort, compare amounts	Number: introduce zero	Measure, shape and space: making simple
White Rose	Number: represent, compare, composition of 1, 2, 3	Number: number bonds to 5	patterns, exploring more complex patterns
	Number: represent numbers to 5	Number: counting to 10	Number: adding more
	Number: find one more and one less up to 5	Number: comparing groups up to 10	Number: taking away
	Measure, shape and space: compare size, mass and capacity	Number: combining 2 groups to find a whole to	Number: counting to 20
	Measure, shape and space: Explore pattern	10	Number: doubling
	Measure, shape and space: Circles and triangles	Number bonds to 10: ten frame	Number: halving and sharing
	Measure, shape and space: Positional language	Number bonds to 10: part-whole model	Number: odds and evens
	Measure, shape and space: shapes with 4 sides	Measure, shape and space: spatial awareness	Measure, shape and space: length, height,
	Measure, shape and space: Time	Measure, shape and space: 3-D shapes	distance
		Measure, shape and space: 2-D shapes	Measure, shape and space: weight and capacity



EYFS	Autumn Term 1 (Baseline)	Autumn Term 2 (Checkpoint)	Spring Term 1	Spring Term 2 (Checkpoint)	Summer Term 1	Summer Term 2 (ELG-end of EYFS)
Literacy (DM & ELG)	Writing 3-4 year olds- Use some of their their early writing. For example: writing a parts at the top of the page; write 'm' for their name. Write some letters accurately. Word Reading 3-4 year olds- Unders about print: - print has meaning - print can read English text from left to right and frof the different parts of a book page sequiphonological awareness, so that they can: - count or clap syllables in a word - recognise sound, such as money and mother Comprehension 3-4 year olds- Engage in stories, learning new vocabulary.	pretend shopping list that mummy. Write some or all of stand the five key concepts have different purposes - we om top to bottom - the names encing Develop their spot and suggest rhymes - e words with the same initial	Spell words by identificating the sound with sentences with words correspondences using stop. Word reading REC: Read individual letters them. Help children to This will make sound-be into words, so that the made up of known letter Read some letter grous sound and say sounds a common exception word phonic programme. Read sentences made up of sound correspondences few exception words. Comprehension REC: Re-read these books to in word reading, their	by saying the sounds for read the sounds speedily. Ilending easier. Blend sounds by can read short words er-sound correspondences to that each represent one for them. Read a few ds matched to the school's ad simple phrases and words with known letters and, where necessary, a obuild up their confidence fluency and their byment. Re-read what they	their phonic knowledge baloud simple sentences a	stories and narratives d recently introduced copriate – key events in ently introduced sions about stories, coems and during rolecter in the alphabet and ed words consistent with by sound-blending; - Read and books that are onic knowledge, including words.









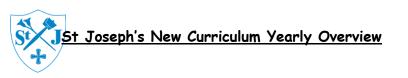
English	Set 1 phonics	Set 1 phonics	Set 2 phonics	Set 2 phonics	Set 3 phonics	Set 3 phonics
phonics	m, a, s, d, t, i, n, p, g, o, c, k, b, u, f, e, l, h, r	sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk, ck, ff, ss	ay, ee, igh, ow, oo,	ar, or, ir, ou, air, oy	er, ai, ea, oa, ow,	oi, ire, ear, ew
English writing	Writing own name	Review Autumn 1	Review Autumn term	Writing 2 or three simple sentences about	Review Spring term	Write for different purposes
	Letter formation of set 1 phonics	Writing simple captions	Writing 2 or three	a story	Retell a fairy tale.	
	Blending. Orally and in reading.	Writing a simple sentence	simple sentences about a story	Write 2 sentences that rhyme	Create own fairy tale	
	VC and CVC words		Complete a			
	Writing simple captions		rhyming string			
English Punctuation & Grammar	Capital letter for I Capital letter for names Using correct letter formation	Beginning to use capital letter at the beginning of a sentence and full stop at the end of sentence. Beginning to use finger spaces correctly Writing on the line Using correct letter formation	Capital letter at the beginning of a sentence Full stop at the end of sentence.	Discuss use of other basic punctuation for effect Edit a sentence for keywords, capital letters and full stops to improve.	Discuss use of other basic punctuation for effect Edit a sentence for keywords, sense, capital letters and full stops.	Discuss use of other basic punctuation for effect Edit a sentence for keywords, sense, capital letters, full stops and question marks.



EYFS	Autumn Term 1 (Baseline)	Autumn Term 2 (Checkpoint)	Spring Term 1	Spring Term 2 (Checkpoint)	Summer Term 1	Summer Term 2 (ELG-end of EYFS)
Understanding the World (DM & ELG)	Past & Present 3-4: Begin to make sense of their own life-sto People, Culture and Communities 3- Show interest in different occupations, a attitudes about the differences between different countries in the world and talk experienced or seen in photos. Natural world 3-4: Use all their senses in hands on exploration collections of materials with similar and/or about what they see, using a wide vocabul Plant seeds and care for growing plants. U the life cycle of a plant and an animal. Beginespect and care for the natural environm and talk about different forces they can between materials and changes they notice	4: Continue to develop positive people. Know that there are about the differences they have on of natural materials. Explore or different properties. Talk ary. Explore how things work. Understand the key features of gin to understand the need to nent and all living things. Explore feel. Talk about the differences	past. Compare and co stories, including figur Understand the effect natural world around the People, Culture and Talk about members of community. Name and familiar to them. Under special to members of that people have differ special times in differ similarities and differ country and life in oth Natural World REC Draw information from natural world around the see, hear and feel while environments that are	familiar situations in the ntrast characters from the past. It of changing seasons on the hem. I Communities REC: If their immediate family and describe people who are cristand that some places are their community. Recognise crent beliefs and celebrate ent ways. Recognise some ences between life in this er countries.	Past and Present -ELG - Talk about the lives of the and their roles in society. - Know some similarities things in the past and not experiences and what hat an understand the past the characters and events erread in class and storyted their immediate knowledge from observation-fiction texts and may similarities and difference religious and cultural concountry, drawing on their has been read in class; - Explain some similarities between life in this councountries, drawing on knon-fiction texts and when the Natural World-ELG - Explore the natural world observations and drawing and plants; - Know some similarities between the natural world contrasting environments experiences and what haud and contrasting environments experiences and what haud contrasting environments experiences and what haud contrasting employed.	and differences between by, drawing on their sheen read in class; rough settings, incountered in books ling. Inmunities-ELG The environment using stion, discussion, stories, pos; - Know some less between different inmunities in this in experiences and what it is and differences try and life in other powledge from stories, en appropriate — maps. It did around them, making in given in the properties of animals and differences in the properties in t



				FF -F	changes in the natural w including the seasons and	•
					matter.	
Understanding the World- suggested activities	Role-play Home corner Family All About Me People who Help us Autumn leaves/ planting bulbs Exploring outside area Pumpkin soup Nature walk Nature collage Continuous provision: Construction equipment iPads Science investigation Writing equipment Measuring equipment Role-play Post Office Nativity story Christmas activities Caring for animals in winter Using bee bots Investigate magnets	Investigate light Why do we have night and day? What is the moon? How do we get to the moon? Investigate moon and stars. Baking Gruffalo cookies	Floating and sinking Nocturnal animals Make bird feeders Weather/season observations Freeze animals in ice, how do we get them out? Investigate the difference between zoo animals and farm animals, and between wild and tame animals	Excavate 'dinosaur' bones with brushes Making fossil prints Dinosaur footprints Learning what 'extinct' means Making dino pizzas Life cycle of a duck/butterfly Signs of Spring Farm animals and their homes Mothers and their young Investigate different habitats Minibeast hunt	Floating and sinking – children sort objects and explain their choice Water experiments Dissolving Egg shell in cola, vinegar and lemon juice watch what happens Dissolving skittles Make a healthy lunchbox Road safety Paint a vehicle	Plant sunflower seeds Grow a bean and climb the beanstalk Senses – tasting fruit Investigate different types of seeds Create patterns/pictures with seeds Colourful carnations Name/label parts of the plant Dragon biscuits

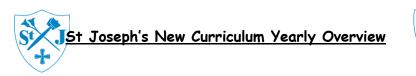


EYFS	Autumn Term 1 (Baseline)	Autumn Term 2 (Checkpoint)	Spring Term 1	Spring Term 2 (Checkpoint)	Summer Term 1	Summer Term 2 (ELG-end of EYFS)
Expressive Arts and Design (DM & ELG)	Creating with Materials 3-4: Explore different materials freely, in about how to use them and what to ma and then decide which materials to use different materials and explore differ shapes with continuous lines, and begin represent objects. Draw with increasing such as representing a face with a circular drawing to represent ideas like movem colour and colour mixing. Being Imaginative and Expressive3 Take part in simple pretend play, using something else even though they are not complex stories using small world equip and dolls houses etc. Make imaginative with blocks and construction kits, such buildings and a park. Show different eland paintings, like happiness, sadness, emotions in their drawings - happiness.	ke. Develop their own ideas to express them. Join ent textures. Create closed to use these shapes to ag complexity and detail, le and including details. Use ent or loud noises. Explore -4: an object to represent of similar. Begin to develop oment like animal sets, dolls and complex 'small worlds' as a city with different motions in their drawings fear etc. Show different	refining ideas and dev represent them. Creat ideas, resources and s Being Imaginative a Listen attentively, more expressing their feeling and talk about dance cexpressing their feeling or on their own, pitch and following their their pretend play.	erials REC: e a variety of artistic eir ideas and feelings. their previous learning, eloping their ability to e collaboratively sharing kills. md Expressive REC: we to and talk about music, ngs and responses. Watch	have used; - Make use of props and playing characters in na Being Imaginative and I - Invent, adapt and reco	a variety of hniques, our, design, texture, explaining the process they d materials when role rratives and stories. Expressive- ELG ount narratives and stories acher; - Sing a range of mes and songs; Perform and stories with others,
Expressive Arts and Design- suggested activities	Self-portraits Family portraits Colour mixing Creating props to retell stories	Creating props to retell stories Learning songs and movements for Christmas	Add music to role play of Bear Hunt – drums for mud, bells for snow,	Making Easter cards Mother's day cards Life cycle paper plate wheels – split pins	Father's day cards Transport collage Create under the sea music	Van Gogh – The sunflowers Draw/paint Bubble paintings Create collage of people





	needs interests an	d cultures when a	ppropriate.		
Continuous provision:	nativity	rainmaker for	Pasta life cycles	Explore textures and	and animals chasing the
Easel for painting	Make a bear mask	forest, tambourine	Classical music for	tastes of different fruits	gingerbread man
Musical instruments	Adding music to story -	for river.	children to move to		Collage the 3 little pigs
Writing/drawing implements	glockenspiels tambourine,	Make some snow	like butterflies –	paint using wheels of	houses using natural
Create your own planet – paper	wooden blocks	dough to create	choose props e.g.	vehicles	materials
plates, glitter etc	Footprint printing	small world play	scarves etc.	transport songs/rhymes	Rainbow food collage
Build a rocket	Gruffalo themed music-	with snow		Make paper aeroplanes,	=
Build a rocket	move like a	Create small world	Frog life cycle painting	which goes the furthest?	Plant life cycle wheels
Starry night sky collage	snake/gruffalo/mouse etc	tuff spot to re-tell	Butterfly symmetry	Paint a pirate	Lant role-play – watering
, , ,	Continuous provision:	the stories	painting	Create a treasure hunt	cans etc
Space themed music	Easel for painting Musical instruments	Weaving simple pictures	Outdoor art Songs linked to	Play-dough mats to put	Flower petal collage
Make an astronaut helmet and role-	Writing/drawing	Bear hunt collage	lifecycles	people in the boat	Junk modelling castle etc
play walking on the moon	implements	Bear hunt role-	Make homes/pens for	Use paper and card to	Design a magic wand or
play walking on the moon	Create role-pay hats	play	the dinosaurs	create a beanstalk, how	crown
Role-play packing for the journey	Painting – community	Create a bear cave	Create small world	do we make it taller?	Dressing up
Lasfordabios / opiotios	helper		Junk model dinosaurs	Saltdough shells and	Magic mirror portraits
Leaf rubbing/ printing	Make emergency vehicles	Theatre trip- TBC	Role-play a dinosaur	star fish Using shakers and	Paint a fairytale setting
Autumn flowrr crowns	(recycling)		story	drums to recreate	Music – move like
	Sponge fire painting			underwater life/waves	fairytale characters and
Role-play gardners/fairies	Songs/nursery rhymes			Fish scale printing-	use instruments to
	linked to topic			bubble wrap	create movement
				Make a 3D octopus	sounds e.g., stomping,
				Sensory bottles – role	
				playing	tip-toe, twirl, sleep etc
				Paint a seaside picture	
				Paint an underwater	
				picture	
				Fruit printing	
				Paper plate healthy	
				meal	



EYFS	Autumn Term 1 (Baseline)	Autumn Term 2 (Checkpoint)	Spring Term 1	Spring Term 2 (Checkpoint)	Summer Term 1	Summer Term 2 (ELG-end of EYFS)
Computing (Purple mash)	Digital Literacy Introduction to Online Safety: Self image and identity. Mini-Mash: learning to type on iPad	Digital Literacy Introduction to Online Safety: online bullying and online relationships	Digital Literacy Introduction to Online Safety: online reputation	Digital Literacy Introduction to Online Safety: privacy and security.	Digital Literacy Introduction to Online Safety: managing online information	Digital Literacy Introduction to Online Safety: copy write and ownership
Music (Singing Sherlock)	Nursery rhymes Charanga: Me	Nativity songs	Charanga: My Stories	Charanga: Everyone!	Charanga: Our World	Charanga: Big Bear Funk
PE-focus	Gross motor assessment Bikes/ Scooters PE Hub: Unit 1 gymnastics	Throwing and catching/Team Games PE Hub: Co-operate and solve problems	PE hub: Dance Unit 1	Body Management: Unit 1	Athletics: Speed agility and travel unit 1	Athletics: PE Hub: Manipulation and co-ordination