



Tibshelf Infant and Nursery School

Head of School: Mrs Donna Banyard
Executive Headteacher: Mrs Rachel Boswell



Reception – Butterflies and Ladybirds						
Characteristics for Effective Learning – continuous	Playing and Exploring - engagement		Active Learning – motivation		Creating and Thinking Critically – thinking	
	Finding out and exploring Playing with what they know Being willing to “have a go”		Being involved and concentrating Keeping trying Enjoying achieving what they set out to do		Having their own ideas Making links Choosing ways to do things	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Me and My World		What a Wonderful World		Springing into Summer	
British Values	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when i	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries
‘Hooks’ ‘WOWs’ Enhancements	Autumn Hunt in the Garden/woods behind school		Den Building – Forest Schools type activity Balance Ability	Active Storytelling	Real life caterpillars Beekeeper - World Bee Day May20th	
Celebrations & Awareness Events	Harvest Festival	Bonfire, Diwali, Remembrance Day Children In Need Christmas	Lunar New Year Pancake Day	Easter Red Nose Day Mother’s Day		Father’s Day End of Year celebration
Parental engagement	Developing Early Reading workshop Colour Run Parents Evening	Christmas Movie Night Christmas Nativity Pantomime Christmas Fayre		Parents Evening	Parent Lunch Farm/Zoo trip	Parent Lunch Sports Day & Summer Fayre Reports to Parents Transition meetings New Starter meetings with parents and staff
RSHE Relationships, Sex and Health Education Jigsaw scheme threads throughout provision.	Being Me in My World <ul style="list-style-type: none"> ✓ I know I belong. ✓ I know that we are the same and different. ✓ I can start to recognise and manage my feelings. ✓ I like working with others. ✓ I feel school is a good place to be. ✓ I know why I need to have kind hands and feet. ✓ I know I am allowed to learn and play. ✓ I am learning what responsible means. 	Celebrating Differences <ul style="list-style-type: none"> ✓ I can say what I am good at. ✓ I know people are good at different things. ✓ I know that being different makes us special. ✓ I know we are all the same in some ways. ✓ I can tell you why my home is special to me. ✓ I can tell you how to be a kind friend. ✓ I know what words to use when standing up for myself. 	Dreams & Goals <ul style="list-style-type: none"> ✓ I know I can keep trying when something is hard. ✓ I can tell you about a time I didn’t give up. ✓ I can set a goal and work towards it. ✓ I can use kind words to encourage others. ✓ I know I need to learn things now to do a job when I’m older. ✓ I can say how I feel when I achieve something. ✓ I know what it means to be proud. 	Healthy Me <ul style="list-style-type: none"> ✓ I know I need to exercise to be healthy. ✓ I know moving and resting are good for my body. ✓ I know which foods are healthy and not healthy. ✓ I can make healthy eating choices. ✓ I know how to help myself go to sleep. ✓ I know why sleep is good for me. ✓ I know why washing my hands is healthy. ✓ I know who my safe adults are. ✓ I know how to stay safe if an adult is not close to me. 	Relationships <ul style="list-style-type: none"> ✓ I know some of the jobs that I do in my family. ✓ I know how to make friends to stop myself from feeling lonely. ✓ I can think of ways to solve problems and stay friends. ✓ I am starting to realise how unkind words affect others. ✓ I can use calming strategies to help manage my feelings. ✓ I know how to be a good friend. 	Changing Me <ul style="list-style-type: none"> ✓ I can name parts of a body. ✓ I can tell you some things I can do to be healthy. ✓ I know what foods I can eat to be healthy. ✓ I know we all grow from babies to adults. ✓ I can talk about how I feel about moving into Y1. ✓ I can talk about my worries/things I am looking forward to in Y1. ✓ I can talk about the best memories from Reception.



Tibshelf Infant and Nursery School

Head of School: Mrs Donna Banyard
Executive Headteacher: Mrs Rachel Boswell



<p>Key/Supporting Texts</p>	<p>Peppa Pigs First Day at School It was a Cold Dark Night- T.Hopwood The Way I feel –J. Cain Once There Were Giants Titch Two Homes After the Storm Leaf Man Don't put your fingers in the jelly Nelly My Mum and Dad Make Me Laugh</p>	<p>Zim Zam Zoom Charlie and the firefighter Once there were giants Me on the Map My first Diwali Goldilocks and the Three Bears The Gingerbread Man Little Red Riding Hood The Growing Story Rubys Worry Ravis's Roar Funny bones Josephs Christmas Party Christmas round the world Christmas Story</p>	<p>The Snowflake Mistake Out and About by Shirley Hughes (poetry) Stickman The Great Explorer Handas Surprise Dear Zoo Penguin Huddle The Emperors Egg Elmer Hairy Maclarey Rumpus at the Vets The Lights that Dance in the Night – Yuval Zomme Lila and the Secret Rain – David Conwy Winnie and Wilmur at CNY Story of the animals the great race</p>	<p>The Easter story Pumpkin soup The Dreaming Giant Ten black dots Pirates love underpants Little Frida –A Browne Little People, big Dreams- F. Kahlo A selection of our favourite books to celebrate World Book Day.</p>	<p>Sam's Sunflower's Sunflower, Shoots and Muddy Boots. Katie and the Sunflowers Big Dreams, Little People – Van Gogh Oliver's Vegetables Olivers Fruits The Very Hungry Caterpillar Eat Your Greens Goldilocks</p>	<p>The Night Pirates Commotion in the Ocean Tiddler Sharing a Shell A scientist like me Snail and the Whale by Julia Donaldson The Singing Mermaid Julian is a Mermaid Someone Swallowed Stanley The Creation Story If Sharks Disappeared Dinosaurs and all that rubbish</p>
<p>Poems, Rhymes and Songs</p>	<p>✓ I will remember and join in singing 5 nursery rhymes from N; <ul style="list-style-type: none"> • Humpty Dumpty' • Twinkl Twinkl • 12345 • Baa Baa • Incy Wincy ✓ I will remember and join in singing 5 songs from N; <ul style="list-style-type: none"> • Down in the jungle • 5 currant buns • 5 little monkeys • if you're happy • old macd's </p>	<p>✓ I will learn 5 new nursery rhymes: <ul style="list-style-type: none"> • Jack and Jill • Miss Polly • I'm a little teapot • Row row row • Wind the bobbin up ✓ I will learn 5 new songs: <ul style="list-style-type: none"> • I can sing a rainbow • Heads, shoulders, Knees and toes • 5 little speckled frogs • 5 little men • Wheels on the bus </p>	<p>Poetry & rhymes ✓ I will learn 5 new nursery rhymes: <ul style="list-style-type: none"> ✓ I'm a little snowman ✓ 5 Little Snowmen ✓ I had a little turtle ✓ One potato, two potato ✓ Polly put the kettle on ✓ I will learn 5 new songs: <ul style="list-style-type: none"> ✓ I'm going to the zoo ✓ I went to the Animal Fair ✓ Animal boogie Woogie ✓ Along came the crocodile ✓ The Grand Old Duke of York </p>	<p>Poetry & rhymes ✓ I will learn 5 new nursery rhymes: <ul style="list-style-type: none"> ✓ 5 little ducks ✓ 10 in the bed ✓ Days of the week ✓ Hickory dickory dock ✓ I'm a little teapot ✓ I will learn 5 new songs: <ul style="list-style-type: none"> ✓ I can sing a rainbow ✓ When Goldilocks went to the house of the bears ✓ Chick, chick, chicken ✓ Hop little bunnies ✓ Dingle dangle scarecrow </p>	<p>Poetry & rhymes ✓ I will learn 5 new nursery rhymes: <ul style="list-style-type: none"> ✓ Little Bo Peep ✓ Hey diddle diddle ✓ Roly poly up ✓ I found a tiny bumblebee ✓ Here is a church, here is a steeple ✓ I will learn 5 new songs: <ul style="list-style-type: none"> ✓ A sailor went to sea ✓ Tommy thumb ✓ Here we go round the mulberry bush ✓ London Bridge is falling down ✓ Mary, Mary quite contrary </p>	<p>Poetry & rhymes – ✓ I will learn 5 new nursery rhymes: <ul style="list-style-type: none"> ✓ Mary had a little lamb ✓ Mary, Mary quite contrary ✓ 5 Fat sausages ✓ 10 little men ✓ I have ten little fingers ✓ Two fat gentlemen met in a lane ✓ I will learn 5 new songs: <ul style="list-style-type: none"> ✓ Peter works with one hammer ✓ Twinkle twinkle chocolate bar ✓ The bear went over the mountain ✓ Teddy bear teddy bear touch your toes ✓ 1 man went to mow </p>
<p>Communication and Language</p>	<p>Reception children will be learning:</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • 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. 		<p>Early Learning Goal -Listening and Attention</p> <ul style="list-style-type: none"> ✓ 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. ✓ Make comments about what they have heard and ask questions to clarify their understanding. ✓ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Early Learning Goal – Speaking</p>			



Tibshelf Infant and Nursery School

Head of School: Mrs Donna Banyard
Executive Headteacher: Mrs Rachel Boswell



	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to 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 carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> ✓ 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 	
C&L – Listening and attention (NC – S&L, Reading and Writing)	<ul style="list-style-type: none"> ✓ I can understand how and why listening is important. ✓ I am learning new vocabulary linked to being in school. ✓ I can listen carefully to rhymes and songs. ✓ I can listen carefully to stories. 	<ul style="list-style-type: none"> ✓ I can ask questions to find things out. ✓ I can ask questions to check what I know. ✓ I can use talk to help work out problems. ✓ I can use talk to organise activities. ✓ I can explain how and why things work. ✓ I continue to develop new words (linked subject specific) ✓ I can retell stories in my own words. ✓ I can join in with repetitive phrases from stories. ✓ I can act out stories using recently introduced vocabulary. 	<ul style="list-style-type: none"> ✓ I can use talk to organise, sequence and clarify thinking, ideas, feelings and events. ✓ I can talk in sentences using a range of tenses. ✓ I can hold a back-and-forth conversation with others. ✓ I can talk clearly about my ideas and feelings. ✓ I can use the word ‘and’ to make my sentences longer.
C&L – Speaking (NC – S&L, Reading and Writing)	<ul style="list-style-type: none"> ✓ I can learn and use new vocabulary linked to being in school. ✓ I can engage in story times. ✓ I can join in with story times. ✓ I can learn rhymes, poems and songs. ✓ I can talk about what is happening in my day. ✓ I can talk in front of small groups and my teacher to offer my ideas. 		
Personal, Social and Emotional Development	<p>Reception children will be learning: See themselves as a valuable individual.</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. <p>- personal hygiene</p> <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity, - healthy eating, - toothbrushing, - sensible amounts of ‘screen time’ - having a good sleep routine, - being a safe pedestrian 		<p>Early Learning Goal – Self regulation</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 <p>Early Learning Goal – Managing Self</p> <ul style="list-style-type: none"> ✓ 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. <p>Early Learning Goals – Building Relationships</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 to others’ needs
PSED – Self-Regulation (NC – PSHE, RSE, Behaviours for learning, S&L)	<ul style="list-style-type: none"> ✓ I see myself as a valuable individual. ✓ I can build constructive and respectful relationships. ✓ I can express my feelings and consider the feelings of others. <p>Feelings</p> <ul style="list-style-type: none"> ✓ I can recognise and manage my feelings socially and emotionally – link to whole school initiative for Zones of Regulation. <p>Behaviour for Learning</p> <ul style="list-style-type: none"> ✓ I can keep trying even when things are tough. 	<p>Self-regulation</p> <ul style="list-style-type: none"> ✓ I am beginning to follow simple instructions more independently. ✓ I am beginning to wait for what I want/need. <p>Internet Safety – day February 10th</p> <ul style="list-style-type: none"> ✓ I know where the internet can be used because we explore them safely at school – mobile phone, laptop, computer and tablet. 	<p>Feelings:</p> <ul style="list-style-type: none"> ✓ I can show empathy towards the needs of others. ✓ I can focus on what an adult says even if I am busy doing something else.



Tibshelf Infant and Nursery School

Head of School: Mrs Donna Banyard
Executive Headteacher: Mrs Rachel Boswell



		<ul style="list-style-type: none"> ✓ I can give examples of how I used the internet – Bug Club, playing games, watching cbeebies iplayer/Netflix. 	
PSED – Managing Self (NC – PSHE, RSE, Behaviours for learning, S&L)	<p>Managing Self - Settling in</p> <ul style="list-style-type: none"> ✓ I can separate from my grown up happily. <p>Managing Self - New routines</p> <ul style="list-style-type: none"> ✓ I can join in with the new routines at school. ✓ I can choose where to learn. ✓ I can use the resources around me. ✓ I am learning to follow the rules without a grown up to remind me. ✓ I know why rules are important. <p>Managing Self – Healthy Eating and exercise</p> <ul style="list-style-type: none"> ✓ I can talk about what food are healthy and non-healthy. ✓ I can talk about what happens to my body during exercise <p>Managing Self – Personal Care</p> <ul style="list-style-type: none"> ✓ I can manage my own toileting. ✓ I can wash my hands. ✓ I can put on my coat. ✓ I can put on my shoes. ✓ I can put on my wellies. ✓ I can put on my puddle suit. ✓ I can eat with a knife and fork. <p>Zones of Regulation:</p> <ul style="list-style-type: none"> ✓ I can identify my feelings and emotions in the **zone: green, blue, yellow, red 	<p>Managing Self – Personal Care</p> <ul style="list-style-type: none"> ✓ I know I need a coat, hat and gloves in winter because I might get cold. ✓ I know I need wellies and waterproofs for outdoor play in winter because I might get wet. <p>Managing Self – Personal Care</p> <ul style="list-style-type: none"> ✓ I can manage my own toileting. ✓ I can wash my hands. ✓ I can put on my coat. ✓ I can put on my shoes. ✓ I can put on my wellies. ✓ I can eat with a knife and fork. 	<p>Road Safety Week - May</p> <ul style="list-style-type: none"> ✓ I know I need an adult to help me cross a road. ✓ I know what a zebra crossing is. ✓ I know what a pelican crossing is <p>Managing Self – Healthy Eating and exercise</p> <ul style="list-style-type: none"> ✓ I can talk about what food are healthy and non-healthy. ✓ I can talk about what happens to my body during exercise <p>Managing Self – water safety</p> <ul style="list-style-type: none"> ✓ I know I need to stay away from the edge of any water. <p>Managing Self - Sun Safety</p> <ul style="list-style-type: none"> ✓ I know the sun can burn my skin and make me poorly. ✓ I can apply my own sun cream. ✓ I know I need to drink plenty of water. ✓ I know I need to wear a sun hat. <p>Behaviours for learning:</p> <ul style="list-style-type: none"> ✓ I am confident to try new activities. ✓ I can explain the rules and follow them well.
PSED – Making Relationships (NC – PSHE, RSE, Behaviours for learning, S&L)	<p>Relationships - Making new friends</p> <ul style="list-style-type: none"> ✓ I can become more confident in being around my new friends. ✓ I can play with new friends. ✓ I trust my grown-ups at school. <p>Relationships- Our family</p> <ul style="list-style-type: none"> ✓ I know the people in my family and that they are special to me. <p>Building Relationships - Taking turns and sharing</p> <ul style="list-style-type: none"> ✓ I am beginning to think of ways to solve problems. ✓ 	<p>Relationships: Taking turns and sharing:</p> <ul style="list-style-type: none"> ✓ I am beginning to think how my friends feel. 	<p>Relationships with others:</p> <ul style="list-style-type: none"> ✓ I can work and play with others cooperatively. ✓ I can be sensitive to the needs of others.
Physical Development	<p>Reception children will be learning:</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - 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. • 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. • 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. 		<p>Early Learning Goal – Gross Motor Skills:</p> <ul style="list-style-type: none"> ✓ Negotiate space and obstacles safely, with consideration for themselves and others. ✓ Demonstrate strength, balance and coordination when playing. ✓ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Early Learning Goal – Fine Motor Skills:</p> <ul style="list-style-type: none"> ✓ 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, paintbrushes and cutlery. ✓ Begin to show accuracy and care when drawing.



Tibshelf Infant and Nursery School

Head of School: Mrs Donna Banyard
Executive Headteacher: Mrs Rachel Boswell



	<ul style="list-style-type: none"> • 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. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes 					
PD – Gross Motor Skills (NC – PSHE, RSE, PE Writing/Handwriting)	**Ongoing daily access to large and small equipment, outdoors and the large playground, designed to develop confidence and physical ability. **					
PD – Fine Motor Skills (NC – PSHE, RSE, PE Writing/Handwriting)	Fine Motor (ongoing) <ul style="list-style-type: none"> ✓ I can use 'froggy fingers' to hold a pencil. ✓ I can make snips in paper with more control. ✓ I can cut along a straight line with increasing accuracy. ✓ I can use a split pin and a stapler. ✓ I can use a hammer and nails safely. ✓ I can write my name. ✓ I can draw a circle, a straight line, a wavy line, a zigzag line, a dotted line, a dash and a spiral. ✓ I can form some recognisable letters – s a t p l n m d g o c k e u r h b l f. 		Fine Motor (ongoing) <ul style="list-style-type: none"> ✓ I can cut along a curved line. ✓ I can cut along a wavy line. ✓ I can cut out circular shapes. ✓ I can show more control using ✓ I can form lower case letters correctly. ✓ I can form capital letters correctly. ✓ I can hold a paint brush with a tripod grip. 		Fine Motor (ongoing) <ul style="list-style-type: none"> ✓ I can use a range of tools safely (knives, scissors, hammers, hole punches and staplers). ✓ I can move in different ways safely around my friends. ✓ I can draw my ideas accurately. ✓ I can cut out square shapes and more complex shapes. 	
Physical Development Get Set 4 PE Scheme	Fundamentals <ul style="list-style-type: none"> ✓ I can practice balancing when stood still and on the move. ✓ I can learn to run and stop safely. ✓ I can practice changing direction. ✓ I can practice jumping and landing. ✓ I can practice hopping and landing. ✓ I can explore different ways to travel. 	Dance 1 <ul style="list-style-type: none"> ✓ I am confident to try new things and perform in front of others. ✓ I can choose ways to move and put movements together. ✓ I can find a safe space. ✓ I can follow instructions with several ideas and actions. ✓ I can show respect to others when giving feedback. ✓ I can show more control, balance and coordination in my movements. 	Gymnastics 1 <ul style="list-style-type: none"> ✓ I am confident to try new things. ✓ I can put movements together. ✓ I can choose movements to match a task. ✓ I can use large equipment safely. ✓ I can use small equipment safely. ✓ I can follow a set of instructions. ✓ I can show more control, balance and coordination in my movements. 	Gymnastics 2 <ul style="list-style-type: none"> ✓ I am confident to try new things. ✓ I can put movements together. ✓ I can choose movements to match a task. ✓ I can follow a set of instructions. ✓ I can work well with others. ✓ I can take turns. 	Ball Skills 2 <ul style="list-style-type: none"> ✓ I can find a safe space showing consideration for myself and others. ✓ I can follow a set of instructions or actions. ✓ I keep trying when things are hard. ✓ I can play ball games following the rules. ✓ I can play well with others. ✓ I can take turns with others. ✓ I can show more control with ball skills with developing competence and accuracy. 	Games 2 <ul style="list-style-type: none"> ✓ I can find a safe space showing consideration for myself and others. ✓ I can follow a set of instructions or actions. ✓ I can play well with others. ✓ I can take turns with others. ✓ I can play games honestly whilst following the rules. ✓ I understand my feelings and make choices around my behaviour. ✓ I can show more control with ball skills with developing competence and accuracy. ✓ I can show more balance and coordination.
Literacy	Reception children will be learning to: <ul style="list-style-type: none"> • 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 that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 			Early Learning Goal – Comprehension <ul style="list-style-type: none"> ✓ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ✓ Anticipate (where appropriate) key events in stories. ✓ Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Early Learning Goal – Word Reading <ul style="list-style-type: none"> ✓ Say a sound for each letter in the alphabet and at least 10 digraphs. ✓ Read words consistent with their phonic knowledge by sound-blending. 		



Tibshelf Infant and Nursery School

Head of School: Mrs Donna Banyard
Executive Headteacher: Mrs Rachel Boswell



	<ul style="list-style-type: none"> • 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 letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> ✓ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Early Learning Goal – Writing</p> <ul style="list-style-type: none"> ✓ 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 that can be read by others. 	
<p>Literacy - Comprehension (NC – Speaking and Listening, Reading and Writing/Handwriting)</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> ✓ I can engage in story times. ✓ I can listen to and talk about stories to build familiarity and understanding. ✓ I can engage in non-fiction books which support my learning. ✓ I can independently look at a book, holding it the correct way and turning pages. ✓ I engage and enjoy an increasing range of books. ✓ I can act out stories using recently introduced vocabulary. ✓ I can talk about the characters in the books. 	<p>Comprehension:</p> <ul style="list-style-type: none"> ✓ I can make predictions about what I think a book will be about or what will happen in stories. ✓ I can talk about what is happening in a story linked to beginning, middle and end. ✓ I can decide if a book is fiction or non-fiction. ✓ I can talk about the characters in the books they are reading. 	<p>Comprehension:</p> <ul style="list-style-type: none"> ✓ I can re-read my own writing to check it makes sense. ✓ I can retell a story using vocabulary linked to a book. ✓ I can answer questions about what I have read.
<p>Literacy - Reading (NC – Speaking and Listening, Reading and Writing/Handwriting) Early Reading/Phonics – Little Wandle</p>	<p>Reception Baseline Assessment</p> <p>Little Wandle Phonics:</p> <ul style="list-style-type: none"> ✓ I know all Aut 1+ 2 week 1-5 GPCs ✓ I can read the tricky words: go, she, of, the, has, he, be, me, we, pull, full, ✓ I can blend simple CVC and CVCC words using Aut 2 week 1-5 sounds – see assessment schedule. ✓ I know all the Autumn 2 GPC's – ff, ll, ss, j, v, w, x, y, z, zz, qu, /s/,ck, ch sh, th, ng, nk, /z/ sound at the end. 	<p>Little Wandle Phonics:</p> <ul style="list-style-type: none"> ✓ I know the Spring GPC's – ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er. ✓ I can read words with double consonants – dd, mm, tt, bb, rr, gg, pp, ff. ✓ I can read longer words. ✓ I can read the tricky words – was, you, by, they, are, my, sure, all 	<p>Little Wandle Phonics:</p> <ul style="list-style-type: none"> ✓ Consolidate phase 3 graphemes within phase 4 words ✓ I can read the tricky words – some, said, have, like, were, do, there, says, little, out, today, here, one, so, come, love, what and when. ✓ I can read longer words with root word endings – ing/ed/s/es
<p>Literacy - Writing (NC – Speaking and Listening, Reading and Writing/Handwriting)</p> <p>Daily Handwriting using Letterjoin Scheme Drawing Club begins Autumn 2</p>	<p>Writing assessment</p> <p>Writing</p> <ul style="list-style-type: none"> • mark making • name writing • Lists • labels <ul style="list-style-type: none"> ✓ I can find my name card. ✓ I can write my name. ✓ I can draw a circle, a straight line, a wavy line, a zigzag line, a dotted line, a dash and a spiral. ✓ I can form some recognisable letters – s a t p l n m d g o c k e u r h b l f. ✓ I can give meaning to the marks I make. 	<p>Writing assessment</p> <p>Writing –</p> <ul style="list-style-type: none"> • Lists • Labels • Captions Simple sentences • Instructions <ul style="list-style-type: none"> ✓ I can form lower case letters correctly. ✓ I can form capital letters correctly. ✓ I can write simple words using phase 2 and 3 sounds. 	<p>Writing assessment</p> <p>Writing –</p> <ul style="list-style-type: none"> • Story maps • Narrative • Recount <ul style="list-style-type: none"> ✓ I can write a few simple sentences. ✓ I can re-read my own writing to an adult.
<p>Maths</p>	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. 		<p>ELG – Number</p> <ul style="list-style-type: none"> ✓ Have a deep understanding of number to 10, including the composition of each number. ✓ Subitise (recognise quantities without counting) up to 5. ✓ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELG – Numerical Patterns</p> <ul style="list-style-type: none"> ✓ Verbally count beyond 20, recognising the pattern of the counting system.



Tibshelf Infant and Nursery School

Head of School: Mrs Donna Banyard
Executive Headteacher: Mrs Rachel Boswell



	<ul style="list-style-type: none"> Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity. 	<ul style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 				
Maths – Number/Numerical Patterns (NC – Number, Shape, Patterns) - White Rose Maths	<ul style="list-style-type: none"> Getting to Know you Match, Sort, Compare Talk about Measure and Patterns 	<ul style="list-style-type: none"> It's me 123 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides 	<ul style="list-style-type: none"> Alive in 5 Mass and Capacity Growing 6,7,8 	<ul style="list-style-type: none"> Length, Height and Time Building 9 and 10 Exploring 3D shapes 	<ul style="list-style-type: none"> To 20 and beyond How many now? Manipulate, compose and decompose 	<ul style="list-style-type: none"> Sharing and grouping Visualise, Build and Map Make Connections Consolidation
Understanding the World ELGs	<p>Reception children will be learning:</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 			<p>ELG – Past and Present:</p> <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. <p>ELG – People and Communities</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 – The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. 		
UTW – Past and Present (NC – History) Key Knowledge**	<p>Chronological Understanding - Myself</p> <ul style="list-style-type: none"> I know that my grandparents/parents/older siblings were once babies. I know that we all used to be babies but then we grew up. I can do more now than we could when I was a baby. I can sequence pictures to show time order. <p>Monarchy and rulers</p> <ul style="list-style-type: none"> I know we all belong to a family, and they are all different. <p>Significant Figures</p> <ul style="list-style-type: none"> I know that Bonfire Night is linked to a man called Guy Fawkes. I know Bonfire Night happened a long time ago. <p>Society and Culture</p> <ul style="list-style-type: none"> I know Tibshelf has changed from a long time ago. I know the houses, school and transport are different. 			<p>Pioneers, Conquest, Colonisation</p> <ul style="list-style-type: none"> I know lots of people help us today including teachers, nurses and the police. I know police cars look different today than in the past. 		
UTW – People, Culture and Communities (NC- RE Derbyshire Syllabus 2025-26) Key Knowledge**	<p>RE Where do we belong?</p> <ul style="list-style-type: none"> I know everyone is special and unique. I know that people believe different things and this is ok! <p>- Understand that some places are special to members of their community</p>	<p>RE – Which people are special and why?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> I know we are all special in our own way I know a Vicar/Priest is important to some people who are Christians because they teach us about God. 	<p>RE – What places are special and why?</p> <ul style="list-style-type: none"> I know a special place is somewhere that makes us feel happy and safe. I know Christians go to a church to pray to God. I know a church sometimes has pictures which tell stories from the Bible. 			



Tibshelf Infant and Nursery School

Head of School: Mrs Donna Banyard
Executive Headteacher: Mrs Rachel Boswell



	<p>✓ I can talk about who is special to me.</p> <p>Which places are special and why?</p> <ul style="list-style-type: none"> ✓ I know that some places are special to different people ✓ I know I belong to my family. ✓ I know I belong to Butterfly or Ladybird class. ✓ I know that together we are Reception. ✓ I know that we belong to Tibshelf Infant School. <p>RE – Which times are special and why?</p> <ul style="list-style-type: none"> ✓ I know that people celebrate in different ways. ✓ I know we often give presents and celebrate with friends and family. ✓ I know Christmas celebrates the birth of Jesus, the Son of God. ✓ I know this is a Christian celebration. ✓ I know that Christians believe God shows love for children through baptism. This is where children are blessed with Holy Water and candles are lit. <p>RE - What places are special and why?</p> <ul style="list-style-type: none"> ✓ I know churches sometimes have a font to baptise children and adults. 	<p>RE – What is special about our world?</p> <ul style="list-style-type: none"> ✓ I know Christians believe the world was created in 7 days. ✓ I know we all live in a human life cycle. ✓ I know that some Religious stories teach us messages, such as in the Muslim story of the Thirsty Camel, we are taught to treat each other with kindness. 	<p>RE – What stories are special and why?</p> <ul style="list-style-type: none"> ✓ I know stories give us messages and help us learn new things. ✓ I know the Bible is the special book used by Christians. ✓ I know they believe these are messages from God. ✓ I know the Qur'an is the special book used by Muslims.
<p>UTW - The Natural World (NC – Science) Developing Experts</p> <p>Key Knowledge**</p>	<p>My Body</p> <ul style="list-style-type: none"> • I know some body parts – head, shoulders, stomach, back, arm, leg, foot, hand, fingers, toes. • I know my body changes as I grow. • I know my five senses are: touch, taste, hear, see and smell. <p>Seasons</p> <ul style="list-style-type: none"> ✓ I know the season is Autumn because: <ul style="list-style-type: none"> • leaves change colour • leaves fall from the trees • the weather changes to more windy/wet days. ✓ I can talk about what changes I can see in the seasons and weather. <p>Senses</p> <ul style="list-style-type: none"> • I can use my senses to explore the world around me. • I can say what I see, hear and feel. • I know my eyes are to see. • I know my nose is to smell. • I know ears are to hear. • I know my hands are to touch. • I know my tongue is to taste. 	<p>Materials</p> <ul style="list-style-type: none"> ✓ I know that objects can change shapes ✓ I know that ice melts when it gets warmer because we carried out an experiment. (melting) ✓ I know that freezing is when something turns from a liquid into a solid. ✓ I know we can use materials from animals to make clothes. <p>Seasons</p> <ul style="list-style-type: none"> ✓ I know it is winter because it is cold and dark. ✓ I know that most trees have no leaves in winter because I have seen them changing outside. ✓ I can talk about the weather in Winter. <p>Animals</p> <ul style="list-style-type: none"> ✓ I can name pets – dogs, cats rabbits, fish, hamster and guinea pig. ✓ I can name farm animals – cow, sheep, pig, goat, duck and horse. ✓ I can name zoo animals – elephant, giraffe, zebra, tiger, lion and monkey. ✓ I can name polar animals – penguin, polar bear and seal. ✓ I know animals live in different places called habitats. ✓ I know animals need air, food, water and shelter to survive. 	<p>Plants</p> <ul style="list-style-type: none"> ✓ I know plants and trees are living things. ✓ I know a plant starts as a seed or bulb. ✓ I know plants need light, water and soil to grow. ✓ I can name stem, flower, petal and root. ✓ I can name dandelion, buttercup, daisy, sunflower, daffodil and poppy. ✓ I can explain the lifecycle of a sunflower. <p>The Beach</p> <ul style="list-style-type: none"> ✓ I know the ocean is a very large sea. ✓ I know the coast is where the land meets the sea. ✓ I know sand is a solid. ✓ I know water is a liquid. <p>Seasons/Sun safety</p> <ul style="list-style-type: none"> ✓ I know that Summer is a season. ✓ I know I need to wear a sun cream, a hat, sunglasses and drink plenty. (5S's Sun safety) <p>Scientific Enquiry Floating/Sinking</p> <ul style="list-style-type: none"> ✓ I can find things that float. ✓ I can find things that sink. ✓ I can talk about why.
<p>UTW - The Natural World (NC – Geography)</p>	<p>My School</p> <ul style="list-style-type: none"> ✓ I know Butterflies and Ladybirds classes are part of Tibshelf Infant and Nursery School. 	<p>Place knowledge – England</p> <ul style="list-style-type: none"> ✓ I know I live in England because I found us on a map. <p>Hot and Cold Lands:</p>	<p>People who help us:</p> <ul style="list-style-type: none"> ✓ I can name people who help us to stay safe: firefighters, police, ambulance and coastguards. ✓ I know these people/jobs called the Emergency Services.



Tibshelf Infant and Nursery School

Head of School: Mrs Donna Banyard
Executive Headteacher: Mrs Rachel Boswell



<p>Key Knowledge**</p>	<p>✓ I can name and find different parts of the school - Sarah's office, - Mrs Banyard's office, -the hall and - library. I know some parts of the school are quiet or noisy.</p> <p>Human Geography</p> <ul style="list-style-type: none"> ✓ I can talk about members of my family and community. ✓ I can name and describe people who are familiar to me. ✓ I know some people in the Tibshelf area the same and different. <p>Physical Geography</p> <ul style="list-style-type: none"> ✓ I can explore the natural world around them. ✓ I can describe what I see, hear and feel whilst outside. <p>Where I Live:</p> <ul style="list-style-type: none"> ✓ I know I live in Tibshelf. ✓ I know Tibshelf is a village. ✓ I know that people around me might live in a different house. ✓ I can build a simple 3d map of Tibshelf. ✓ I can draw a simple map of Tibshelf. ✓ I know there are different places to visit – the park, shops, church, pond. <p>People Who Help Us</p> <ul style="list-style-type: none"> ✓ I know all adults in school are here to help us. 	<p>✓ I know there are hot and cold places in our world because I have read about it in books..</p> <p>✓ I can talk about things that are the same/different in other places to Tibshelf: weather, animals, food.</p> <ul style="list-style-type: none"> ✓ I know that Kenya is a hot country. ✓ I know the North Pole is very cold. <p>Weather and Changing Seasons</p> <ul style="list-style-type: none"> ✓ I know there are 12 months in a year. ✓ I know there are four seasons in the year. 	<p>Place Knowledge:</p> <ul style="list-style-type: none"> ✓ I know my address. ✓ I can talk about the features on a map – water, island, tree and treasure. ✓ I can create my own map using the features I know – water, island, tree, treasure. <p>Recycling- Caring for our World</p> <ul style="list-style-type: none"> ✓ I can give some examples of how to look after our world – rubbish in the sea, wasting water, lights off.
<p>UTW – Computing Teach Computing Scheme from Y1+.</p> <p>Key Knowledge**</p>	<p>Information Technology – Photography</p> <ul style="list-style-type: none"> ✓ I can take a photograph. ✓ I can decide if the photograph is ok. <p>Digital Literacy – Technology Around Us</p> <ul style="list-style-type: none"> ✓ I can use the IWB to support my learning. <p>Computer Science</p> <ul style="list-style-type: none"> ✓ I can make marks on screen with different tools to make a picture. 	<p>Computer Science</p> <ul style="list-style-type: none"> ✓ I can make a beebot move by going forwards, backwards, left and right. <p>Computer Science</p> <ul style="list-style-type: none"> ✓ I can use programmes to collect data. ✓ I can use data to group objects. <p>Information Technology – Safety – Safer Internet Day</p> <ul style="list-style-type: none"> ✓ I know I need to keep my information private. 	<p>Digital Literacy</p> <ul style="list-style-type: none"> ✓ I can name a keyboard and a mouse. ✓ I can click and drag items. <p>Computer Science</p> <ul style="list-style-type: none"> ✓ I can programme an onscreen robot.
<p>Expressive Arts</p>	<p>Reception children will be learning:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 		<p>ELG – Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>ELG – Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
<p>EA – Creating with Materials</p>	<p>Significant Artist – Picasso</p> <ul style="list-style-type: none"> ✓ I know what the term artist means. ✓ I know that Picasso was a famous artist. 	<p>Colour - Hot and cold</p> <ul style="list-style-type: none"> ✓ I know red, orange, yellow and brown are warm colours because we talked about how they make us feel. 	<p>Significant Artist - Van Gogh –</p> <ul style="list-style-type: none"> ✓ I know that Van Gogh painted the famous painting called Sunflowers.



Tibshelf Infant and Nursery School

Head of School: Mrs Donna Banyard
Executive Headteacher: Mrs Rachel Boswell



<p>(NC – Art, DT) Access Art</p> <p>Key Knowledge**</p>	<p>Drawing - Self portraits</p> <ul style="list-style-type: none"> ✓ I can use lines and circles to draw a person with – a body, head, arms, legs, eyes, nose, mouth, ears, hair. ✓ I can draw with increasing detail such as representing a face with a circle. <p>Texture/Form</p> <ul style="list-style-type: none"> ✓ I can make a person using natural materials representing the head, body, arms and legs. ✓ I know how to safely use and explore a variety of materials to create a piece of natural art – Andy Goldsworthy <p>Texture/Form</p> <ul style="list-style-type: none"> ✓ I can explore printing with bubble wrap and laces. ✓ I can use different media to explore colour such as; wax crayons, coloured pencils, felt tips, poster paints, fabric paints and coloured inks. <p>Sculpture/Form – Hedgehogs/Diva lamps</p> <ul style="list-style-type: none"> ✓ I can roll a ball of salt dough. ✓ I can pinch and pull salt dough to form a diva lamp using thumb pot technique. ✓ I can add detail and texture using different tools. ✓ I know how to shape and model my hedgehog and diva lamp. <p>Evaluate - pumpkins</p> <ul style="list-style-type: none"> ✓ I know how to use a hammer and nails safely. ✓ I can talk about the ‘risk’ of using tools and how to manage the risks. <p>Colour - Bonfire</p> <ul style="list-style-type: none"> ✓ I can name the colours – red, yellow, blue, green, orange, brown, purple, pink, black, white and grey. ✓ I know I can mix two colours together to make a different colour. ✓ I can name the primary colours red, yellow and blue. ✓ I can pick suitable colours for my artwork. 	<ul style="list-style-type: none"> ✓ I know that blue, green and grey are cold colours because we talked about how they made us feel. ✓ I can pick suitable colours for my artwork (self-portrait). ✓ I can name the secondary colours. <p>Significant Artist – Kandinsky</p> <ul style="list-style-type: none"> ✓ I know being an Artist is someone who might draw/paint/design or sculpt because we have studied Kandinsky and other Artists. ✓ I know that Wassily Kandinsky was a famous Russian artist because we read about it. ✓ I know that Kandinsky painted using colours and shapes because we have looked at his Art work. ✓ I can use printing as a paint technique. <p>Texture:</p> <ul style="list-style-type: none"> ✓ I know how to make pictures of animals using different types of materials. <p>Printing:</p> <ul style="list-style-type: none"> ✓ I know I can print using paint (Kandinsky). <p>Drawing:</p> <ul style="list-style-type: none"> ✓ I know how to use a variety of drawing tools and techniques – pencil, charcoal, paintbrushes, ✓ I know how to draw a detailed picture of what I can see (Daffodils). 	<p>Drawing</p> <ul style="list-style-type: none"> ✓ I can draw the things I see around me making simple representations of Sunflowers. ✓ I know how to draw a detailed observational drawing of a sunflower – Van Gough. ✓ I can paint a picture using detail. ✓ I will use different sized paintbrushes for details. <p>Painting</p> <ul style="list-style-type: none"> ✓ I can create an observational painting in the style of Vincent Van Gogh. <p>Colour:</p> <ul style="list-style-type: none"> ✓ I know how to colour mix to create a summer/seaside/winter/snowy picture. ✓ I know how to colour mix to create a bean diary. ✓ I can pick suitable colours for my artwork. ✓ I can explore colour mixing with paint. <p>Texture:</p> <ul style="list-style-type: none"> ✓ I know how to use bark from trees, sticks etc. to investigate different types of rubbings. ✓ I know how to use different types of seeds to create patterns and pictures.
<p>EA – Creating with Materials (NC – Art, DT) Kapow – DT</p> <p>Key Knowledge**</p>	<p>Cooking and Nutrition: Soup</p> <ul style="list-style-type: none"> ✓ I know I can make healthy food choices. ✓ I know I need to wash my hands before touching food. ✓ I can use tools safely – scissors, masher and a knife. 	<p>Structures: Junk Modelling</p> <ul style="list-style-type: none"> ✓ I know that different materials can make a junk model. ✓ I know I can join materials together using in different ways: flange joints, slots, glue, tape, staples, treasury tags and split pins. ✓ I can go back to an idea and choose ways to make it better. <p>Making Knowledge</p> <ul style="list-style-type: none"> ✓ I know how to join using treasury tags and a hole-punch. ✓ I know how to join using glue. ✓ I know how to join using a stapler. ✓ I know how to join using split pins. ✓ I can use scissors with the correct grip. (link to collage Art work) 	<p>Structures: Boat</p> <ul style="list-style-type: none"> ✓ I know what the word ‘Waterproof’ means. ✓ I know that some objects float and some sink. ✓ I know there are different parts of a boat: <ul style="list-style-type: none"> - Hull – the big part that floats - Bow – the front of the boat - Stern – the back of the boat - Rudder – helps steer the boat - Deck – the floor of the boat.



Tibshelf Infant and Nursery School

Head of School: Mrs Donna Banyard
Executive Headteacher: Mrs Rachel Boswell



		<ul style="list-style-type: none"> ✓ I know how to use scissors safely because I have seen a grown up show me eg: <ul style="list-style-type: none"> • I can cut along a straight line. • I can cut along a wavy line. 				
EA – Being Imaginative and Expressive (NC – Music)	<p>Drama</p> <ul style="list-style-type: none"> ✓ Develop storylines in their pretend play. ✓ I can generate and join in with role-play. 	<p>Drama</p> <ul style="list-style-type: none"> ✓ I can generate storylines and join in with role-play. ✓ I can return to and build on my role-play. ✓ I can watch and talk about other friends preforming. 	<p>Drama</p> <ul style="list-style-type: none"> ✓ I can invent storylines. ✓ I can perform songs, rhymes and poems. ✓ I know a bank of nursery rhymes (the ones taught). ✓ I can move in time to music. 			
<p>Get Set 4 Music</p> <p>Key Knowledge**</p>	<p>Get Set Music – Nursery Rhymes</p> <ul style="list-style-type: none"> ✓ I can think of new verses or words to songs. ✓ I can move to the beat/pulse. ✓ I can play instruments changing the tempo/dynamics. ✓ I can sing in a group/on my own. ✓ I can match the pitch I hear. ✓ I can follow the melody. ✓ I can start and stop playing an instrument at the same time as others. 	<p>Get Set Music – All About Me</p> <ul style="list-style-type: none"> ✓ I am beginning to use musical words to describe what I have heard, discussing the changes and patterns in a piece. ✓ I can create music based on a theme showing awareness of rhythm and pitch. ✓ I can play percussion and body sounds. ✓ I am developing a good awareness of a steady beat. ✓ I can sing in a group or on my own, increasingly matching the pitch and following the melody. ✓ I can start and stop with others when performing. ✓ I listen attentively and talk about the music showing imagination and thought. 	<p>Get Set Music – Whatever the Weather</p> <ul style="list-style-type: none"> ✓ I am able to keep a steady beat when; performing actions, making music or moving to music. ✓ I can copy a simple rhythm patter using body sounds or an instrument. ✓ I can make up new verses to songs. ✓ I can follow written symbols and hand signs. 	<p>Get Set Music – Around the World</p> <ul style="list-style-type: none"> ✓ I am able to keep a steady beat when; performing actions, making music or moving to music. ✓ I can copy a simple rhythm patter using body sounds or an instrument. ✓ I can show awareness of a steady beat, tempo and dynamics. ✓ I can make up new verses to songs. ✓ I can follow written symbols and hand signs. ✓ I can listen carefully and talk about the music linked to my thoughts and feelings. 	<p>Get Ste Music – Minibeasts</p> <p>I am beginning to use some musical words to describe what I have heard.</p> <ul style="list-style-type: none"> ✓ I can copy a simple rhythm patter using body sounds or an instrument. ✓ I can match rhythm to words. ✓ I can move with expression to music. ✓ I am able to keep a steady beat when; performing actions, making music or moving to music. ✓ I can sing on my own or as a group, matching the pitch. 	<p>Get Set Music – Deep Blue Sea:</p> <ul style="list-style-type: none"> ✓ I am beginning to use some musical words to describe what I have heard. ✓ I can create music linked to a theme with an awareness of rhythm and pitch. ✓ I can play percussion and body sounds. ✓ I can keep to a steady beat. ✓ I can sing on my own or as a group, matching the pitch. ✓ I can listen carefully and talk about the music linked to my thoughts and feelings.