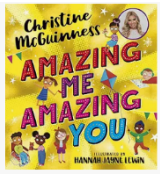
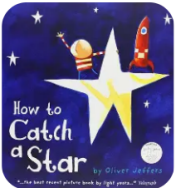
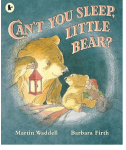
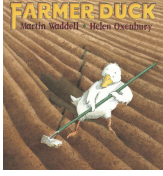
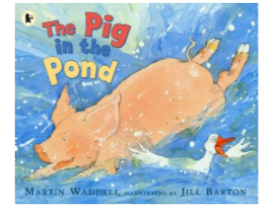
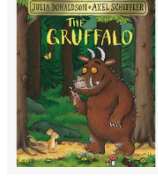
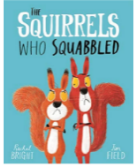
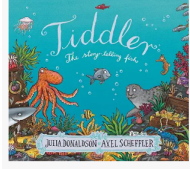
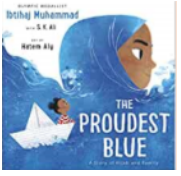


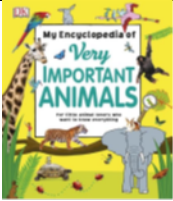
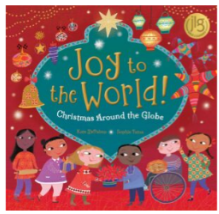
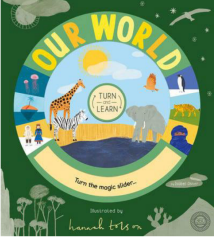
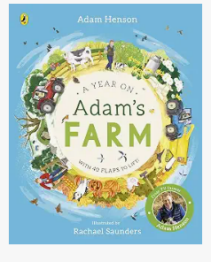
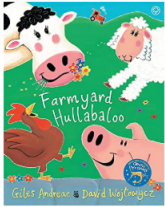
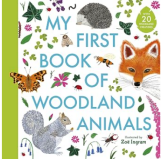
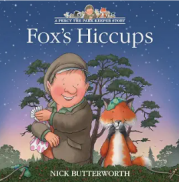
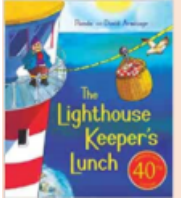


Foundation Stage- Reception

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Special Me, Special You (8.2 wks)	Reach for the Stars (7 wks)	Our Wonderful World (5.3wks)	Down on the Farm (4.4wks)	Into the Woods (7wks)	Under the Sea (6.3wks)
Core Texts:     	Core Texts:     	Core Texts:    	Core Text:    	Core Text:    	Core Text:     



Foundation Stage- Reception

					
Supplementary Texts:	Supplementary Texts:	Supplementary Texts:	Supplementary Texts:	Supplementary Texts:	Supplementary Texts:
    	   	  	  	   	  

Parkeeper
Percy



Foundation Stage- Reception

Focus Nursery Rhymes: 12345 Once I caught a fish alive Stay and Play rhyme- Hickory Dickory Dock	Focus Nursery Rhymes: Sing a song a sixpence Nativity: Twinkle Twinkle	Focus Nursery Rhymes: One, two buckle my shoe Down in the Jungle	Focus Nursery Rhymes: Humpty Dumpty Dingle Dangle Scarecrow	Focus Nursery Rhymes: This old man When Goldilocks went to the house of the bears	Focus Nursery Rhymes: Row, row, row your boat When I was 1 Sea Shanties
Internal: Family Play and Stay-Nursery Rhyme focus (World Nursery Rhyme Week) Visit to the local area-walk to post office to post a letter	External workshop provider: Inventors and Makers Space workshop in person	Internal: Dress up Explorer Day	External: Trip to Cannon Hall Farm	External: Forest school workshop in school. Family Stay and Play	External: Rock pools sessions-workshop in school

Communication and Language					
Reception Knowledge					
To be able to listen to others in small groups when talking about their families.	To be able to talk with a partner in paired talk on the carpet. To be able to describe to a partner or small group.	To learn to ask questions to find out more -characters in stories read. Begin to ask questions to clarify their	To be able to re-tell a familiar story or one of the key texts without pictures or props.	To show understanding of questions such as who, what, where, when, why and how in relation to topic session discussions, child initiated learning and	To be able to sustain a conversation with other children and adults with exchanges back and forth. To be able to listen attentively in different



Foundation Stage- Reception

To be able to talk about their families in small groups. To be able to listen to stories shared and talk about what they like or dislike about them. Be able to listen to and follow simple instructions and routines in class. Talk about what they have been doing in 'Review time'. Be able to talk about what makes them special. To begin to understand some who, what and where questions asked by others about themselves. Learn and understand new vocabulary linked to topics	To be able to ask what and why questions. To be able to talk about what they plan to do in their learning area. To be able to review what they have been doing. . To be able to talk about the sequence of the story To be able to re-tell a story that is familiar to them. To be able to use talk to explain what they know about space. To be able to answer simple questions about the topic and other areas familiar to them. Use talk to pretend in play To be able to make predictions about what they have listened, including stories.	understanding- about a story heard, new learning introduced. Ask questions about other countries. To be able to make comments about what they have heard. To show they are able to listen attentively using the listening rules. To be able to respond appropriately and join in with the class or small group discussion when needed. To be able to describe events in stories or personal experiences in some detail. Make use of recently introduced vocabulary in a range of contexts. To be able to hold conversations with teachers and other children. Begin to take note of the modelled use of who/what/where/why questions. To understand some who/what/where/why questions. Confidently participate in whole class discussions To begin to use modelled tenses when talking about what they	To be able to follow a story without pictures or props and understand. Begin to understand more complex sentence structures e.g. multiple instructions. Begin to understand and act on instructions with more than one step. To be able to talk in sentences about what they have learnt or want to do during child led learning and review. To develop the use of recently introduced vocabulary linked to new learning- topics, festivals, skills learnt To be able to talk in longer sentences using conjunctions to others in 1:1 paired talk and in class discussions. To have confidence in participating in small group discussions in adult led learning and during collaborative activities. To engage in longer conversations with other children and familiar adults. Begin to use and follow modelled use of past , present and future tenses.	reviewing their learning in review time. To be able to listen attentively in different contexts and respond appropriately. To be able to ask relevant questions to further their understanding To be able to show they can organise, sequence, clarify their thinking, ideas, feelings and events attended. When talking, is able to stick to a main theme. E.g. talking about what they have created in the workshop, talking about the characters in the story. Make use of recently introduced vocabulary linked to the topics. To be able to start conversations and discussions with the use of who/what/where/when/why questions. Describe events in stories in detail. To be able to describe events in the past, present or future in detail.	contexts and respond appropriately. To be able to talk in sentences using a range of tenses and make relevant comments related to their learning/topic. Understand why and be able to talk about why something happened in a story/actions of a character. Use recently introduced topic vocabulary when sharing their ideas in input time and giving explanations. Speak using the correct tense- past, present, and future tense Initiate who/what/where/when/why questioning during open discussions or when asked about future plans. Be able to re-tell known stories due the familiarity with the texts read. Solve problems using talk. Be able to organise thinking.
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Foundation Stage- Reception

		have learnt and what they plan to do next.			
Personal, Social and Emotional Development (inc. Jigsaw)					
Reception Knowledge					
<u>Kapow: Self-regulation-My feelings</u> Identify their feelings and associate them with different colours. Identify and express my feelings. Explore different coping strategies to help regulate our emotions. Identify our own feelings. Consider the reasons behind our emotions. Explore different adjectives that can be used to describe feelings. Explore different facial expressions and what they mean. Identify different feelings and how to moderate behaviour socially and emotionally.	<u>Kapow: Building relationships- Special relationships</u> Talk about our families. Understand that all families are valuable and special Talk about people that hold a special place in children's lives and think about what it means to be a valued person. Understand why it is important to share and cooperate with others. Develop strategies to help when trying to share with others. See themselves as a valuable individual. Understand it is ok to like different things. See themselves as valuable individual. Share their interests with the group. Explore diversity through thinking about similarities and differences.	<u>Kapow: Managing self-Taking on challenges</u> Understand why we have rules Understand the importance of persistence in the face of challenges and developing confidence in their own ability to solve problems, Work together as a group to overcome challenges and communicate effectively with others. Learn and practise 'grounding' coping strategies Understand the importance of perseverance in the face of challenge Learn a new skill, showing resilience and perseverance in the face of challenge.	<u>Kapow: Self-regulation-Listening and following instructions</u> Learn the importance of listening carefully Listen attentively to a story Talk about and re-tell parts of a story they have deep familiarity with. Understand the importance of listening carefully, telling the truth and thinking of others' feelings. Following instructions or actions and persevering when things get difficult, Follow instructions involving several ideas or actions and giving simple instructions, Listen and respond to phrases and instructions.	<u>Kapow: Building relationships-My family and friends</u> Think about the perspectives of others in the class. Learn about how different beliefs celebrate special times. Understand why sharing is important Understand the characteristics that make a good friend Learn the importance of supporting others by being kind Understand the importance of perseverance in the face of challenge Celebrate the special friendships we have in our class.	<u>Kapow: Managing self-My Wellbeing</u> Learn the importance of exercise. Explore how exercise affects different parts of the body. Explore yoga, guided meditation and relaxation. Understand why it is important to be able to take care of oneself Explore what it means to be a safe pedestrian Explore what it means to eat healthily Understand the importance of healthy food choices and what a balanced diet is.
Physical Development					
Reception Knowledge					
Introduction to PE Unit 2: To move around safely in space	Fundamentals Unit 2: To develop balancing	Gymnastics Unit 2: To create short sequences using	Dance Unit 2:	Ball skills Unit 2: To develop rolling and tracking a ball	Games Unit 2: To aim when throwing and practise keeping score.



Foundation Stage- Reception

To follow instructions and stop safely To stop safely and develop control when using equipment To follow instructions and play safely as a group To follow a path and take turns. To work co-operatively with a partner.	To develop running and stopping To develop changing direction To develop jumping. To develop hopping To explore different ways to travel using equipment.	shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height To develop rocking and rolling. To explore travelling around, over and through apparatus. To create sequences using apparatus	To copy, repeat and explore actions in response to a theme. To explore and remember actions considering level, shape and direction. To explore movement using a prop with control and co-ordination To move with control and co-ordination, expressing ideas through movement. To remember and repeat actions moving in time with the music To explore actions in response to a theme and begin to use counts	To develop accuracy when throwing to a target To develop dribbling with hands To develop throwing and catching with a partner. To develop dribbling a ball with your feet To develop kicking a ball to a target	To follow instructions and move safely when play tagging games To learn to play against a partner To develop co-ordination and play by the rules. To explore striking a ball and keeping score To work co-operatively as a team
Literacy					
Reception Knowledge					
Focus Labels and captions. Draw a picture of myself and label my body parts Use labelling to describe who is in my family To be able to write my name independently. To be able to write sounds for CVC words To draw and label my family. Write Dance sessions	Focus: narrative- characters Re-telling a story To draw and label a character in a story read. To be able to create simple story map of a familiar story. To understand what instructions are.	Focus: Re-telling and sequencing a familiar story To use non-fiction books and sources to find out facts about places around the world- hot places To label and write a simple sentence an animal they have learnt about.	Focus: Re-telling and sequencing a familiar story; create simple character and setting descriptions. Focus: Traditional Tales To follow a simple story map. To innovate the story map to create a new one-character/setting To use a story map to write	Focus: Sequencing To be able to sequence a familiar narrative To be able to sequence the events in a familiar story To be able to talk about and explain the features of woodland/nocturnal creature To explain and describe a lifecycle in detail of a woodland animal.	Focus: Narrative Non-fiction- posters, fact files- sealife To make predictions about what will happen in the story. To be able to re-tell the story using actions. To write the ending of the story To innovate/change the story with one new idea-character/setting/incident.



Foundation Stage- Reception

Daily Phonics sessions	To be able to orally give instructions for how to be an astronaut To use labels to show the main parts of an astronaut uniform or rocket To design and label a rocket Write Dance sessions Daily phonics sessions	To create a simple country/animal factfile for our class book. To be able to talk about some features a country they have found out about- Africa To write labels To write simple phrases Daily Phonics sessions Daily handwriting sessions	the new story. To be able to sequence traditional tales by beginning, middle and end. To be able to identify the characters, settings and problem in the traditional tales read. Re-telling stories using puppets/actions/drama To write a simple sentences Daily phonics sessions Daily handwriting sessions	Describe events. Talk about what might happen and how things work. Ask questions to gain a better understanding. Explore new nonfiction texts linked to the topic. Use newly introduced vocabulary. To write sentences Daily handwriting sessions Daily phonics sessions	To be able to create a poster to ask people to look after our world. To find out from non-fiction sources how we can look after our environment. To write sentences Handwriting sessions- daily Daily phonics sessions
Maths White Rose Maths & Mastering Number- Reception					
Reception Knowledge					
Getting to know you (Positional language Key times of day Belonging) Just Like me! (Match and Sort Compare amounts Compare size, mass & Capacity Exploring pattern)	Talk about measure and patterns Circles and Triangles Shapes with 4 sides	Mass and Capacity Length, height, time	Explore 3D shapes	Manipulate, compose and decompose	Visualise, build and map Consolidate
Mastering Number Identify when a set can be subitised and when counting is needed Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame Make different arrangements of numbers within 5 and talk about what they can see, to develop their		Mastering Number Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals Begin to identify missing parts for numbers within 5 Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame		Mastering Number Continue to develop their counting skills, counting larger sets as well as counting actions and sounds Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame Compare quantities and numbers, including sets of objects which have different attributes Continue to develop a sense of magnitude, e.g. knowing	



Foundation Stage- Reception

conceptual subitising skills Spot smaller numbers 'hiding' inside larger numbers Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds Compare sets of objects by matching Begin to develop the language of 'whole' when talking about objects which have parts	Focus on equal and unequal groups when comparing numbers Understand that two equal groups can be called a 'double' and connect this to finger patterns Sort odd and even numbers according to their 'shape' Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern Order numbers and play track games Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 Begin to generalise about 'one more than' and 'one less than' numbers within 10 Continue to identify when sets can be subitised and when counting is necessary Develop conceptual subitising skills including when using a rekenrek
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Understanding the World

Reception Knowledge

UW Outcomes: Past and Present: (History) Know about their own life story Talk about things that have happened in the past in discussion/circle time e.g. yesterday Talk about past and present events in their own lives and those familiar to them. People, Culture and Communities (Geography)	UW Outcomes: Past and Present (History) Explore different types of astronauts in history. How they differ. Find out about famous astronauts and space missions People, Culture and Communities (Geography) Talk about and share family traditions and celebration events Talk about significant events	UW Outcomes: Past and Present: (History) To be able to identify features of different travel To be able to talk about different types of animals what they eat, look like etc (differences and similarities) Past and present animals Explore the role of explorers	UW Outcomes: Past and Present: (History) To compare the past and present through the settings, characters To find out about farming in the past and present- Farmer Duck etc. Talk about past and present events in their lives and what has been read to them. Understand that roles were different in the past through the reading of Traditional tales.	UW Outcomes: People, Cultures and Communities (Geography) To be able to explore and talk about woodland/forest areas. To be able to describe the features of a woodland/forest environment. To compare woodland/forest areas in the UK and in other countries. The Natural World (Science)	UW Outcomes: Past and Present: (History) Past and Present: (History) To be able to talk about our world and how it changes. To talk about animals that are extinct and why. Know about the past through settings and characters- Talk about the changing natural world e.g. oceans, sea Demonstrate understanding of the change and passage of time.
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Foundation Stage- Reception

Know about features of their immediate environment Begin to explore their immediate environment e.g. woods, playground, unit, school Talk about likes and dislikes of themselves and others Identify and talk about members of their family. Talk about different foods and their family's favourite foods. Differences and Similarities between themselves and others To be able to identify what makes them unique To understand why we use maps To know that simple symbols are used to identify features on a map. Create own simple maps of the local area- journey to school, the school. The Natural World (Science) Understand the terms 'same' and 'different'. Look out for signs of the season- Autumn To recognise the signs of Autumn.	Share family customs with others Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions The Natural World (Science) Seasons- Winter Talk about the changes around them. Look out for the signs of the season. To understand what a magnet is and how it is used. To be able sort objects by those which are magnetic and those which are not. Explore the effects if magnetism in toys and objects. Know that some things in the world are man-made and some are natural. Explore changes in properties as they are transformed through becoming wet, dry, flaky or fixed, 'cause and effect.' Technology/Computing	People, Culture and Communities (Geography) Talk about the different places around the world. To discuss travel to different countries. To find out about countries- the climate, the animals, journeys The Natural World (Science) Seasons- Spring Look for and talk about how seasons change as we move from Winter to Spring. Talk about the changes around them To know some important processes such as freezing and melting. Observe and interact with natural processes such as ice melting To investigate and explore melting. Investigate the best way to melt the ice to free the Dinosaurs- ice age. Explore changing states of matter e,g, water/ice Technology/Computing I Learn2- Early digital music Explore how sounds can be changed.	Talk about how traditional stories have changed over time. People, Cultures and Communities: (Geography) Talk about how and where our food comes from. Identify the different people who help us to grow/have food. To be able to talk about what a farmer is and some of the jobs they do. . Begin to use geographical vocabulary to describe places. Look at how to grow crops. Find out how plants grow food and where our food comes from. Differences between how fruit and vegetables grow. Draw on knowledge from stories, non-fiction texts and maps. Explore the natural world around us focusing on plants which grow food. Make observations and draw pictures of plants To be able to identify and name animals on a farm. To match animals and their babies.	To be able to talk about Nocturnal and Diurnal animals. To know the difference between Nocturnal and diurnal animals. To identify woodland animals and their homes Name some sources of light. Name some sources of light- sun, torch. Understand the Sun is a light source. Learn that some appliances Use electricity and understand the need for safety when using them. Technology/Computing Ilearn2- Early Programming. Operate simple equipment. Use positional and directional language. Give instructions to make things work. Provide explanations. RE (People, Culture and Communities): Why are some things special?	People, Cultures and Communities (Geography) Describe the features of their own immediate environment and how environments may vary from one another. Explore and find out about natural wonders e.g. oceans. To locate different oceans/seas around the world To be able to understand what is meant by an endangered animal? To be able to talk about why some animals are endangered. To think about how we can help to look after our environment. To be able to describe a coast environment To be able to talk about the inhabitants of a rockpool The Natural World: (Science) Explore the concept of floating and sinking. To understand floating and sinking. Explain which items will float and sink and why? Explore the changes in properties as they are transformed through
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Foundation Stage- Reception

Discuss how they have changed since being a baby. Identify and name parts of their body. Know the five senses and how to use them. Understand the importance of Handwashing Learn the importance of oral health Technology/Computing Ilearn2- Computer discovery. Different types of technology. Parts of a computer RE (People, Culture and Communities): What makes us special?	Ilearn2-Digital Photographs and videos. Difference between videos and photographs. How they can be used. How to take them. RE (People, Culture and Communities): What are special times?	Explore different instruments Select technology to make music. RE (People, Culture and Communities): Why are some places special?	The Natural World: (Science) Seasons- Spring Make observations of plants and animals, explain why some things occur and talk about changes. . Talk about the features and learn about different environments. Look for and talk about how the seasons change as we move from Spring into Summer. Comparing clothes, we wear etc Know that plants mainly grow in spring and summer. Talk about the lives of people around them. Begin to share some understanding of the past through discussion about settings, characters and events encountered in books. Technology/Computing Ilearn2- Digital Literacy and numeracy Develop mathematical and literacy skills through technology Interacting with age appropriate software Using technology for a purpose.	becoming wet, dry, flaky, or fixed, 'cause and effect' Technology/Computing Ilearn2- Digital art and design. Develop mouse control and interaction with programs to develop creativity. Begin using technology to make making decisions on which digital tools are appropriate for creating different content. RE (People, Culture and Communities): What makes the World special?
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Foundation Stage- Reception

			RE (People, Culture and Communities): Why are some stories special?		
Expressive Art and Design					
Reception Knowledge					
Art: Access Art- What can you see? To explore making marks and investigate patterns using a variety of media. - Wax crayons - Chalk - Felt tips - Paint - Pencils Exploring circles, spirals in nature and art To make controlled large and small movements. To compare different ways of making marks and drawing. To create a simple observational drawing. To create a self-portrait.	Art: To understand what a primary colour is and that they cannot be mixed. To understand what a secondary colour is- green and orange Design: Kapow Unit- Sliding Santas/Astronauts in a rocket To verbally plan and create a junk model To be able to design and make Junk modelling skills. To share a finished model with the group or an adult and talk about the processes in its creation To explore different ways to temporarily join materials together To explore how to use moveable joins- split pins/treasure tags and when is suitable to select these.	Art: Access Art: How can we explore materials and marks To explore figurative and abstract artwork. To talk about their work and decide whether it is abstract/figurative. To create landscape collages inspired by the work of artists such as Megan Coyle- linked to countries To talk about their work and decide whether it is abstract or figurative To make child-led collages using mixed media. To create landscapes linked to countries learnt about. Music: Music and Movement Creating simple actions to songs, learning how to move to a beat and expressing feelings and	Art: To use the powder paint routine to mix paint to create a painting To be able to mix colours required to complete their painting. Design Kapow Unit: Weaving/sewing Bookmarks Design: Book mark To develop threading and weaving skills To practise and apply threading skills with specific materials e.g. hessian and wool To use threading or sewing to make a product- Book mark To create a textiles product following their design To reflect with the children on how they achieved their aims.	Art: Access Art- How can we build worlds? To encourage children to nurture their imaginations To build confidence in their instinct, intuition, sense of self and ability to give an outward form to inner ideas. Explore how to use recycled packaging and cardboard to Make a cardboard world make individual or shared models inspired by books. Make a mini world for the bugs around you Music: Big Band Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience	Arts: (Sculpture and 3D) Link to sea- shells/clay models. To explore clay and its properties To generate inspiration and conversation about sculpture art and artists. To begin making a 3D clay sculpture using the designs created last lesson. To make a 3D clay sculpture using the designs created last lesson. To use loose parts to create a piece of transient art Design Kapow Unit: Structures-Boats Know that 'waterproof' materials are those which do not absorb water. Know that some objects float and others sink. Know the different parts of a boat. Designing a junk model boat Using knowledge from exploration to inform design. Making a boat that floats and is waterproof,



Foundation Stage- Reception

Music: Exploring sounds- Kapow Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment	Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas	emotions through movement to music			considering material choices. Making predictions about, and evaluating different materials to see if they are waterproof. Making predictions about, and evaluating existing boats to see which floats best. Testing their design and reflecting on what could have been done differently. Investigating how the shapes and structure of a boat affect the way it moves. Music: Musical Stories A unit based on traditional children's' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.
Birth to Five ELG					
PSED: Making Relationships- 4,5,6 Sense of Self-4, 5, 6 Understanding Emotions- 4, 5,6 C&L: Listening and Attention- 4,5 Understanding-4, 5 Speaking-4, 5, 6	PSED: Making Relationships- 4,5,6 Sense of Self-4, 5, 6 Understanding Emotions- 4, 5,6 C&L: Listening and Attention- 4,5 Understanding-4, 5 Speaking-4, 5, 6	PSED: Making Relationships- 4,5,6 Sense of Self-4, 5, 6 Understanding Emotions- 4, 5,6 C&L: Listening and Attention- 4,5,6 Understanding-4, 5,6 Speaking-4, 5, 6	PSED: Making Relationships- 4,5,6 ELG Sense of Self-5, 6 ELG Understanding Emotions- 5,6 ELG C&L: Listening and Attention- 5, 6 ELG Understanding-5, 6 ELG Speaking-5, 6 ELG	PSED: Making Relationships- 4,5,6 ELG Sense of Self-5, 6 ELG Understanding Emotions- 5,6 ELG C&L: Listening and Attention- 5, 6 ELG Understanding-5, 6 ELG Speaking-5, 6 ELG	PSED: Making Relationships- 4,5,6 ELG Sense of Self-5, 6 ELG Understanding Emotions- 5,6 ELG C&L: Listening and Attention- 5, 6 ELG Understanding-5, 6 ELG Speaking-5, 6 ELG



Foundation Stage- Reception

PD: Moving and Handling-4, 5 Health and Self-care- 4,5,6 Literacy: Reading-4, 5 Writing: 4, 5 Maths: 4, 5, 6 UW: People and Communities: 4, 5, 6 The World: 4, 5 Technology: 4, 5 EAD: Creating with materials- 4, 5 Being imaginative and Expressive- 4, 5, 6	PD: Moving and Handling- 4, 5, 6 Health and Self-care- 4,5,6 Literacy: Reading-4, 5, 6 Writing: 4, 5, 6 Maths: 4, 5, 6 UW: People and Communities: 4, 5, 6 The World: 4, 5 Technology: 4, 5, 6 EAD: Creating with materials- 4, 5 Being imaginative and Expressive- 4, 5, 6	PD: Moving and Handling- 4, 5, 6 Health and Self-care- 4,5,6 Literacy: Reading-4, 5, 6 Writing: 4, 5, 6 Maths: 4, 5, 6 UW: People and Communities: 4, 5, 6 The World: 4, 5, 6 Technology: 4, 5, 6 EAD: Creating with materials- 4, 5, 6 Being imaginative and Expressive- 4, 5, 6	PD: Moving and Handling- 5, 6 ELG Health and Self-care- 5,6 ELG Literacy: Reading- 5, 6 Writing: 5, 6 Maths: 5, 6 UW: People and Communities: 5, 6, ELG The World: 5, 6 Technology: 5, 6 EAD: Creating with materials- 5, 6, ELG Being imaginative and Expressive- 5, 6, ELG	PD: Moving and Handling- 5, 6 ELG Health and Self-care- 5,6 ELG Literacy: Reading-5, 6 ELG Writing: 5, 6 ELG Maths: 5, 6, ELG UW: People and Communities: 5, 6, ELG The World: 5, 6, ELG Technology: 5, 6, ELG EAD: Creating with materials- 5, 6, ELG Being imaginative and Expressive- 5, 6, ELG	PD: Moving and Handling- 5, 6 ELG Health and Self-care- 5,6 ELG Literacy: Reading-5, 6 ELG Writing: 5, 6 ELG Maths: 5, 6, ELG UW: People and Communities: 5, 6, ELG The World: 5, 6 ELG Technology: 5, 6 ELG EAD: Creating with materials- 5, 6, ELG Being imaginative and Expressive- 5, 6, ELG
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