

# EYFS LTP Curriculum Knowledge and Skills

## Learner Centred Sequenced Experiential

<b>Bourne Curriculum</b>	Our curriculum is learner centred. Key person-relationships with pupils are cultivated to ensure pupils feel safe and secure. We pay close attention to the characteristics of effective learning to carefully examine the ways in which individual pupils learn. The prime areas PSED, CLL and PD are given priority, to ensure that pupils are developing the skills they need to access our learning environments and broader curriculum. Pupil's interests are used to present knowledge and skills in familiar contexts. Our curriculum is carefully sequenced using expert knowledge provided by cross trust subject leaders and teams. Our curriculum explicitly teaches pupils skills and gives time for retrieval through enabling environments. Our curriculum follows the Educational Programmes and is steeped within the local context of Sittingbourne and the surrounding villages. Trips, visitors and activities are carefully planned to secure pupils 'cultural capital'. A strong emphasis is given to early language with close attention being given to oracy, vocab and phonics.					
	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>	<b>TERM 5</b>	<b>TERM 6</b>
<b>Topic heading</b>	<b>ME &amp; MY STORIES</b>	<b>WORLD CELEBRATIONS</b>	<b>SPACE</b>	<b>OUR CREATURES</b>	<b>HEALTHY HEROES</b>	<b>SUMMERTIME</b>
Themes, interests and lines of enquiry	<ul style="list-style-type: none"> <li>Settling</li> <li>Building relationships</li> <li>Traditional Tales</li> <li>Autumn</li> <li>Stories</li> </ul>	<ul style="list-style-type: none"> <li>Worlds Celebrations</li> <li>Christmas</li> <li>Nativity Performance</li> <li>Father Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Winter</li> <li>Nighttime</li> <li>Environments</li> <li>Immersive stories</li> </ul>	<ul style="list-style-type: none"> <li>Woodland, Farm, World animals</li> <li>Minibeasts</li> <li>Animal habitats</li> <li>How were fossils made?</li> <li>Where did the dinosaurs go?</li> </ul>	<ul style="list-style-type: none"> <li>Healthy foods &amp; bodies</li> <li>Class caterpillars</li> <li>How do plants grow?</li> <li>Evil Pea escapes</li> <li>Sports Day</li> </ul>	<ul style="list-style-type: none"> <li>Shell explorations</li> <li>Shipwrecks</li> <li>Ships</li> <li>Waterproof materials</li> <li>Beach creatures</li> <li>Litter</li> </ul>
<b>Suggested key texts</b>	The Rainbowfish The Gruffalo The Colour Monster goes to school Elmer Giraffes Can't Dance Polar Bear and the Snow Cloud The Gingerbread Man You Choose	The Best Diwali Ever Rama and Sita The Nativity Snowball The Christmas Pine Stickman Otto Ornament	How to Catch a star Aliens Love Underpants You Choose in Space Bob, The Man on the Moon Little People, Big Dreams: Mae Jemison Little People Big dream: Steven Hawking Whatever Next	The Big Book of Bugs The Big Book of Plants Mad About Minibeasts The Tiny Seed Little People, Big Dreams: Mary Anning Dear Zoo The Hungry Caterpillar	Super Tato Super Tato evil pea rules Super Tato veggies assemble Information books on keeping healthy Handa's Surprise Jack and the Beans	Billy's Bucket Snail and the Whale Sharing a Shell Captain Beastlie Pirate Party The Singing Mermaid
<b>WOW moments, enrichment and celebrations</b>  <b>Trips</b> <a href="#">ENRICHMENT Trips &amp; Visitors &amp; Risk Assessments</a>	<ul style="list-style-type: none"> <li>Autumn Walk</li> <li>Bringing in three items that mean the most to me</li> <li>Making gingerbread men</li> </ul>	<ul style="list-style-type: none"> <li>Bonfire Night</li> <li>Diwali - making Diya Lamps</li> <li>Remembrance Day</li> <li>Christmas</li> <li>Nativity</li> <li>Children In Need</li> <li>Anti-bullying week</li> <li>Black History Month</li> <li>Making soup</li> </ul>	<ul style="list-style-type: none"> <li>Begin library talks/visits</li> <li>Safer Internet Day</li> </ul>	<ul style="list-style-type: none"> <li>Easter</li> <li>Mother's Day</li> <li>Easter Service</li> <li>Church trip</li> <li>Creepy Claws Visitor</li> <li>Observing life cycle of caterpillars</li> </ul>	<ul style="list-style-type: none"> <li>Parent visitors share their job roles</li> <li>Dressing up as superheroes</li> <li>Dressing up as real life heroes</li> <li>Preparing veg and fruits</li> <li>Growing beans</li> </ul>	<ul style="list-style-type: none"> <li>Transition Afternoons</li> <li>Beach Trip</li> <li>Sports Day</li> </ul>
<b>Parental Involvement</b>	<ul style="list-style-type: none"> <li>Home Learning Menu</li> <li>Tapestry</li> <li>Staggered Start</li> <li>Home/ Nursery visits</li> <li>Harvest Service</li> <li>Stay and Play</li> </ul>	<ul style="list-style-type: none"> <li>Home Learning Menu</li> <li>Tapestry</li> <li>Nativity Performance</li> <li>Parents Evening</li> <li>Stay and Play</li> </ul>	<ul style="list-style-type: none"> <li>Home Learning Menu</li> <li>Tapestry</li> <li>Stay and Play</li> </ul>	<ul style="list-style-type: none"> <li>Home Learning Menu</li> <li>Tapestry</li> <li>Parents Evening</li> <li>Stay and Play</li> </ul>	<ul style="list-style-type: none"> <li>Home Learning Menu</li> <li>Tapestry</li> <li>Stay and Play</li> </ul>	<ul style="list-style-type: none"> <li>Home Learning Menu</li> <li>Tapestry</li> <li>Reports sent home</li> <li>Stay and Play</li> </ul>
<b>British Values embedded through daily practise</b>	<b>Democracy</b>	Pupils may vote for the story book of the end of the day, sometimes using tens frames. Pupils vote for activities which they would like to choose from. Pupils vote for whole class action. Pupils vote for desired story books, activities and classrooms during World Book Day. Restorative Justice allows for pupils to express their opinion with fairness and respect. Behaviour policy promotes fairness and respect.				
	<b>Rule of Law</b>	Pupils follow class and whole school rules, pupils. Dojos and behaviour policy promote fairness. Teachers and leaders promote fairness by ensuring rules are applied fairly. Pupils are encouraged to be part of writing class rules and signing in agreement.				

	<b>Individual Liberty</b>	Zones of Regulation promote emotional recognition. This gives pupils a strong sense of individual liberty. Restorative Justice ensures pupils recognise that all children’s feelings are valid. That we must listen to each other's opinions and points of view before deciding what is right and wrong.				
	<b>Mutual Respect</b>	We are all different yet extraordinary. A strong emphasis on neurodiversity and pupils' ability to explain that everyone's mind works differently ensures pupils can show mutual respect to all pupils including those who are non-verbal and make little eye contact. Relationships between all pupils is encouraged. RE lessons, PSHE lessons and text lead literacy lessons promote an understanding of children and people's differences. Restorative Justice conversations ensure that everyones voice is heard.				
	<b>Tolerance for different faiths and beliefs</b>	RE PSHE and No Outsiders lessons promote tolerance of differences. Resources such as multicultural toys and encouraged. A close eye on representation through all published and used resource to ensure all groups feel represented through our teaching and learning experiences. Food tasting, cultural stories, artifacts and visitors support this learning too.				
<b>Our Values</b>	<b>Bourne Schools</b>	<b>Values</b>				
<b>Our Values</b> <b>We will ‘dip in and out of each area’ each term as and when we need to.</b>	Iwade	Three communities, one family, together we learn, we grow, we achieve. Inclusive, welcoming, aspirational, diverse, extraordinary				
	Bobbing	Small in numbers, large at heart Responsible, resourceful, respectful, reflective				
	Grove Park	Working together Achieving more Respect, resilience, responsible, resourceful				
<b>Oral Health</b>	Where is our local dentist?	Promoting good toothbrushing	Brushing your teeth in space video – compare how we brush our teeth.	Comparing our teeth to animal teeth – learning about the different teeth we have.	Promoting good toothbrushing.	Reflection on learning – how do we keep our teeth healthy?
<b>Suggested Texts</b>	Going to the Dentist – Usbourne	MY Wobbly Tooth Must Not Ever Fall Out – Charlie and Lola	Why Should I Brush My Teeth? - Usbourne	Alan’s Big, Scary Teeth - Jarvis	T-Rex’s Terrible Tooth (book unavailable – watch via youtube)	Harry and the Dinosaurs Say Raahh
<b>COEL</b>	<b>Characteristics of Effective Learning</b> <b>Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning <b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. <b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
<b>Over Arching Principles</b>	<b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured. <b>Positive Relationships:</b> Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. <b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. <b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.  <b>PLAY:</b> At Bourne Alliance, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of learning through play. Play is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.					
<b>Further Bourne Pedagogy</b>	<b>Explaining clearly, practise and retrieval, modelling expectations, scaffolding and challenge, questioning and feedback, behaviours and relationships, transitioning</b>					
<b>Assessment Opportunities</b>	<ul style="list-style-type: none"> <li>RBA Baseline</li> <li>Teacher Baseline</li> <li>Help Parents Access Tapestry</li> <li>Bourne Team Moderations</li> <li>Trust Moderation</li> <li>Phonics Assessments</li> <li>NELI Baseline</li> <li>ILP Meeting</li> </ul>	<ul style="list-style-type: none"> <li>End of Term Assessments</li> <li>ILP Meeting</li> <li>Pupil Progress Meetings</li> <li>Parents Evening</li> <li>NELI Baselines</li> <li>Trust Moderation</li> <li>Phonics Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Bourne Team Moderations</li> <li>Phonics Assessments</li> <li>ILP Meeting</li> <li>Pupil Progress Meetings</li> </ul>	<ul style="list-style-type: none"> <li>End of Term Assessments</li> <li>Pupil Progress Meetings</li> <li>Parents Evening</li> <li>Trust Moderation</li> <li>Phonics Assessments</li> <li>ILP Meeting</li> <li>Pupil Progress Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Bourne Team Moderations</li> <li>Phonics Assessments</li> <li>ILP Meeting</li> <li>Pupil Progress Meetings</li> </ul>	<ul style="list-style-type: none"> <li>EY GLD Data</li> <li>Trust Moderations</li> <li>Pupil Progress Meetings</li> <li>EY Reports</li> <li>Phonics Assessments</li> <li>Transition meetings for Year 1</li> </ul>



	<ul style="list-style-type: none"><li>• Pupil Progress Meetings</li></ul>				
<b>Other Useful Links</b>	<a href="https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download">https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1180056/DfE_Development_Matters_Report_Sep2023.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1180056/DfE_Development_Matters_Report_Sep2023.pdf</a>				

## Communication and Language

**Educational Programme:** Children’s personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

**Early Learning Goals**  
**Listening, Attention and Understanding** Children at the expected level of development will: - 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.  
**Speaking** Children at the expected level of development will: - 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.

**Child Friendly LOs**  
 I can listen. I can listen and repeat. I can ask questions. Why? What? How? Who? When? I can listen and do. I can reply. I can answer questions. I can put up my hand when it is my turn. I can hold a back and forth conversation. I can follow instructions. I can answer how questions. I can answer why questions. I can explain. I can use expression. I can use hand gestures. I can use and and because. I can say explain what has happened. I can infer. I can express my opinions. I can use useful sentences. I can use before and after.

**Our approach**  
 C&L is developed throughout the year through high quality interactions, NELI, modelled talk, nursery rhymes, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies, weekly interventions, synthetic phonics and explicitly taught vocab. Our subject leaders provide a wide variety of vocabulary for us to explore too. Little Wandles asks us to discuss the meanings of new words alongside blending practise.

<p><b>Key Learning Opportunities</b></p> <ul style="list-style-type: none"> <li>• Taught vocab &amp; oracy stems</li> <li>• What’s in the box?</li> <li>• Intensive interactions</li> <li>• Chn talking about familiar experiences and favourite things.</li> <li>• What are your goals/passions?</li> <li>• Rhyming and Alliteration games</li> <li>• Colour Monsters</li> <li>• Model talk routines during the day e.g. Good Morning. How are you?</li> <li>• Visual routines</li> <li>• Circle Times</li> <li>• Learning the names of our peers and adults in the school</li> <li>• Discuss Seasonal Changes, what do you notice?</li> </ul>	<ul style="list-style-type: none"> <li>• Taught vocab &amp; oracy stems</li> <li>• Colourful Semantics</li> <li>• What’s in the box?</li> <li>• Intensive interactions</li> <li>• Introducing oracy stem sentences</li> <li>• Listening and responding to stories</li> <li>• Taking part in class discussions</li> <li>• Understand how to listen carefully and why it is important</li> <li>• Sharing half term events.</li> <li>• Talk about Bonfire Night/Christmas– do you celebrate? What does that look like in your home?</li> <li>• Share and sequence a tale from another culture</li> <li>• Joining in with repeated refrains</li> <li>• Predict what will happen next in a story</li> <li>• Nativity performance – learning cues and songs</li> <li>• NELI Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Taught vocab &amp; oracy stems</li> <li>• Colourful semantics</li> <li>• What’s in the box?</li> <li>• Intensive interactions</li> <li>• Sequencing story events.</li> <li>• Re-telling unfamiliar stories</li> <li>• Practising asking other people questions to find out more or to check understanding</li> <li>• Sharing Christmas events</li> <li>• Discussing Road Safety</li> <li>• Learn French words</li> <li>• Where have you been on holiday?</li> <li>• Speaking/ performing music in front of the class with more confidence</li> <li>• Learning we can be silly with language – describing aliens</li> <li>• Learning the names of planets</li> <li>• Learning to pull information from videos and text</li> </ul>	<ul style="list-style-type: none"> <li>• Taught vocab &amp; oracy stems</li> <li>• Colourful Semantics</li> <li>• What’s in the box?</li> <li>• Intensive interactions</li> <li>• Sustained focus when listening to a story or conversation</li> <li>• Practising asking and answering who, what, where questions</li> <li>• Using the past tense to describe events</li> <li>• Mime an animal</li> <li>• Share half term stories</li> <li>• Where does this animal belong? Why/How do you know?</li> <li>• Talking passionately about our pets</li> <li>• Memory games</li> <li>• Show an animal – can we tell me a fact or a story you know about this animal?</li> <li>• Giving and following instructions about how to draw animals.</li> <li>• Odd One Out games</li> <li>• Word Association Games</li> <li>• Just Talk = 1 minute to chat about an image</li> <li>• Discuss changes we see in our caterpillars</li> <li>• Minibeast hunt – discussing what we saw, where the minibeasts were</li> </ul>	<ul style="list-style-type: none"> <li>• Taught vocab&amp; oracy stems</li> <li>• Colourful Semantics</li> <li>• What’s in the box?</li> <li>• Intensive interactions</li> <li>• Looking closely at illustrations, what can we learn from the images?</li> <li>• Identifying rhyming couplets in books</li> <li>• Talk about favourite snack/vegetable and explain why we like them</li> <li>• Practise asking and answering how/why questions</li> <li>• Exploring non-fiction books to learn information</li> <li>• Learning the names of plant features</li> <li>• Discuss how seeds grow</li> </ul>	<ul style="list-style-type: none"> <li>• Taught vocab &amp; oracy stems</li> <li>• Colourful Semantics</li> <li>• What’s in the box?</li> <li>• Intensive interactions</li> <li>• Sharing weekend news</li> <li>• Talk about our favourite sea creatures and why we like them</li> <li>• Discuss half term adventures</li> <li>• Giving and following directions</li> <li>• Learning pirate phrases</li> <li>• Telling a story using a story map</li> <li>• Discuss moving to Year 1</li> <li>• Discuss holidays we are going on or have been on in the past – look at locations on the map</li> </ul>
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					<ul style="list-style-type: none"> <li>Looking closely at fossils, what do you notice?</li> </ul>		
<b>Skills</b>	Oracy	<p>I am learning to:</p> <ul style="list-style-type: none"> <li>Sit on my carpet space and listen to my teacher for 5-minute intervals</li> <li>Sustain attention to stories and my peers when they speak</li> <li>Take turns and negotiate with my peers</li> <li>Articulate my ideas and interests in small groups</li> <li>Make conversation using talk routines</li> <li>Talk in front of a small group with confidence</li> <li>Express needs clearly to my key person, adult or peer</li> </ul>	<p>I am learning to:</p> <ul style="list-style-type: none"> <li>Use storytelling language to re-tell familiar tales</li> <li>Use new vocabulary in my play</li> <li>Listen to stories and to my teacher with increasing attention</li> <li>Take turns when speaking and listen to what other say</li> <li>Remember key events and characters</li> <li>Imitate and repeat stories I have heard</li> <li>Sequence story events</li> <li>Perform in front of an audience.</li> <li>Describe an experienced event to a partner.</li> <li>Remember my lines</li> </ul>	<p>I am learning to:</p> <ul style="list-style-type: none"> <li>Sequence lesser-known stories in order</li> <li>Ask questions to find out more information</li> <li>Speak in front of a bigger group</li> <li>Offer an opinion</li> </ul>	<p>I am learning to:</p> <ul style="list-style-type: none"> <li>Talk 'around' an object</li> <li>Sustain focus for longer during carpet session</li> <li>Respond appropriately to conversations</li> <li>Process new information</li> <li>Connect my ideas</li> <li>Vocalise my ideas and opinions with confidence</li> <li>Explain what I already know</li> <li>Compare places and animals</li> <li>Ask relevant questions about a story.</li> <li>Use gesture to support meaning</li> </ul>	<p>I am learning to:</p> <ul style="list-style-type: none"> <li>Infer meaning from images</li> <li>Create rhyming couplets</li> <li>Speak in front of the whole class</li> <li>Explain 'why'</li> <li>Answer how and why questions</li> <li>Closely observe and pay attention to details</li> <li>Explain my plans</li> <li>Review my achievements</li> <li>Compare</li> <li>Retrieve information from texts</li> <li>Use mediative language</li> </ul>	<p>I am learning to:</p> <ul style="list-style-type: none"> <li>Perform in front of an audience</li> <li>Give clear instructions and directions</li> <li>Listen carefully to instructions</li> <li>Orally re-tell a story in full</li> <li>Narrate my own story</li> <li>Sustain attention for longer periods of time</li> <li>Explore potential ideas 'think' and 'wonder'</li> </ul>
<b>Knowledge</b>	Oracy	<p>I know: The Language of Argument Agreement and Disagreement He / She didn't share / take turns I want to.... I like..... I don't like..... I think... <i>Why?</i> I think... <i>What do you think?</i> I don't think... <i>Why do you think this?</i> It is.... It's not..... Yes because... No because.... I like... I don't like....</p>	<p>I know: The Language of Opinion I like / don't like... It is good/nice/beautiful It is not nice <i>'What do you think?'</i> I think..... I think it will..... It will..... It will..... because... I think..... because... I think that... <i>What do you think?</i> <i>What will happen if.....?</i> If.....? The Language of Prediction - Predicting I think it will... <i>'What do you think will happen?'</i> It will..... The.....will..... The.....is going to..... This will.....because..... <i>What do you think will happen</i></p>	<p>I know: The Language of Description – Describing It is big / small (size) It is (shape name) It is a (shape name) It is soft / hard or hot / cold (texture / properties) It feels like..... because... It looks like..... because... It tastes like..... because... It sounds like..... because... because... It smells like..... because... It is the same because.... because... It is different because..... because... <i>As above, use This ..... looks like ..... et</i> The Language of Evaluation – Evaluative Talk I made this train. <i>"I like the way the wheels rotate"</i></p>	<p>I know: The Language of Comparison – It is the same because... It looks the same because... It feels the same because... It tastes the same because... It sounds the same because... It is different / They are different because... It is not the same. This is.....and that is.....</p>	<p>I know: The Language of Retelling – Events and story telling First I..... First we.... Then..... After..... And then..... <i>What did you do first? Then what happened?</i> .....happened first. Next.....happened. Then.....happened. .....happened last. Next.....and.....happened. At the end.....happened. ....happened in the beginning. ....happened in the middle. ....happened in the end  The Language of Sequencing First... Next..... Then... After that..... and then..... .....happened first. Next.....happened. Then.....happened. .....happened last. It is.....because..... It is..... know:</p>	<p>I know: The Language of Hypothesis — a suggestion that tries to explain something, based on evidence  How do you know e.g. 'The porridge is hot'? <i>It is.....because...</i> <i>I think.....because.....</i> <i>It will...because.....</i> <i>The...is.....because...</i> What do you think? What will happen if.....? .....happened because..... The Language of Deduction –Making an assumption based on prior knowledge  It will...because..... I think I will..... I think.....because..... It is...because..... It has...because..... <i>Why do you think this is a</i></p>



			<p><i>next?</i> <i>What will happen if.....</i></p>	<p>I've done this picture. "I can see you have put lots of detail in there, flowers, people, trees" I like this because..... I made this..... I did this..... I've done this...</p>			<p>.....? <i>What can you see?</i> <i>Why did...happen?</i></p>
		<p><u>The Language of Explaining in a Mathematics context</u></p> <p>I've got the .....one It's the same/ different ... It's the same number. They / We both have... There is one more.....Its one less... I have more..... They/We have two each Altogether I have... I think... .....heavier... /....lighter.....</p>		<p><u>The Language of Explanation</u></p> <p>I've got the .....one It's the same/ different ... It's the same number. They / We both have... There is one more..... Its one less..... Another one..... I have more..... They/We have two each Altogether I have... I think...</p>			
	Rhymes	<p>Big Red Combine Harvester Head, Shoulders, Knees and Toes Wheels on the Bus Tommy Thumb</p>	<p>Jingle Bells Remember Remember the 5<sup>th</sup> November</p>	<p>Twinkle Twinkle Little Star 5 Little Men in a Flying Saucer</p>	<p>Old MacDonald Had a Farm Baa Baa Black Sheep Five Little Ducks Incy Wincy Spider (The Itsy Bitsy Spider) 1, 2, 3, 4 ,5 Once I Caught a Fish Alive Hot Cross Buns</p>	<p>Five Little Peas One Potato, Two Potato...</p>	<p>Row, Row your boat Hickory Dickory Dock</p>
<b>Vocab</b>	<p>Speak, understand, talk, Express, clear, adult or peer, eye contact, elaborate, speaker, gesture, question, word, take turns, heard, explain, who, what, how, why, when Drawing Club Vocabulary</p>						

## Physical Development

<b>Educational Programme:</b>	<p><b>Educational Programme:</b> Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>
<b>Early Learning Goals</b>	<p>Gross Motor Skills Children at the expected level of development will: - 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> <p>Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>
<b>Child Friendly LOs</b>	<p>I can move under and over. I can move around. I can move in different ways. I can duck and hide. I can hold tools safely. I can draw. I can sculpt. I can thread. I can skip. I can climb. I can dance. I can balance. I can hop. I can draw. I can use scissors. I can follow lines. I copy patterns. I can wipe, flush and wash. I can use the toilet safely. I can wash you hands. I can try new foods. I can try new exercises. I can talk about your body. I can talk body changes. I can talk about hygiene. I can control your clothes.</p>
<b>Our approach</b>	<p><b>Fine Motor</b> Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. We provide daily opportunities for fine motor activities within our continuous and enhanced provision daily to build the children’s fine motor skills and strengths.</p>
	<p><b>Gross Motor</b> Continuously check the process of children’s gross motor skills and ensure the children have strong control over their gross motor movements before preparing them to write in a formal manner. Provide extra help and guidance when needed. We provide daily opportunities for gross motor activities within our continuous and enhanced provision daily to build the children’s motor skills and strengths.</p>
<b>Key Learning Opportunities Gross Motor</b>	<p><b>Across the year, children will have the opportunity to develop gross motor skills by:</b></p> <ul style="list-style-type: none"> <li>• Bikes and scooters</li> <li>• Obstacle courses – over under, through, balance, crawl, slither, jump</li> <li>• Use playground equipment – climbing, pull, crawl, balance, jump, swing, slide</li> <li>• PE lessons – bean bag games, movement games</li> <li>• Use large construction</li> <li>• Managing own clothes (gloves, hats, scarves etc.)</li> <li>• Large scale painting</li> <li>• Large scale writing</li> <li>• Hula Hoops</li> <li>• Skipping ropes</li> <li>• Stilts</li> <li>• Skittles</li> <li>• Large scale chalk drawing and writing</li> <li>• Yoga</li> <li>• Sports Day</li> <li>• Using cleaning equipment to tidy e.g. broom, dust pan and brush</li> <li>• Team games e.g. parachute games</li> </ul>

**Key Learning Opportunities Fine Motor**

Across the year, children will have the opportunity to develop fine motor skills by:

- Threading
- Turning pages in a book
- Use cutlery
- Handwriting patterns
- Dough Disco - manipulating playdough, clay and platercine using rolling, squeezing, pulling, pinching etc.
- Ribbon Dance
- Scissor Control e.g. snipping, cutting different shapes and lines
- Painting e.g. using finger painting, cotton buds, paintbrushes, using object to print with paint etc.
- How to sit on their chairs and at tables for writing
- Pencil grip
- Using tools with playdough
- Letter formation
- Number formation
- Build things with smaller linking blocks, such as Duplo or Lego.
- Copying shapes
- Using buttons
- Weaving
- Manipulating clay
- Dressing and undressing independently
- Cutting fruit and vegetables

When fine motor opportunities are revisited, children are supported to improve their pressure and control.

		Movement and Development	Movement and Development	Movement and Development	Movement and Development	Ball skills	Bat and Ball
<b>Skills</b>	PE	<ul style="list-style-type: none"> <li>• I can move in different ways</li> <li>• I can run outside</li> <li>• I can use bikes</li> </ul>	<ul style="list-style-type: none"> <li>• I can move in different ways outside</li> <li>• I can run outside</li> <li>• I can use bikes</li> </ul>	<ul style="list-style-type: none"> <li>• I can create different shapes with my body</li> <li>• I can create dances by combing movements</li> <li>• I can move under, over, around objects</li> <li>• I can move safely in different directions and speeds</li> <li>• Follow instructions to play a game</li> <li>• I can create expressive movements to a theme</li> </ul>	<ul style="list-style-type: none"> <li>• I can Jump from a height &amp; land safely</li> <li>• I can stop, breathe and hold my muscles</li> <li>• I can bend my knees when I land</li> <li>• I can bend my knees when I lift equipment</li> </ul>	<ul style="list-style-type: none"> <li>• I can take turns</li> <li>• I can experiment rolling with a ball of various sizes</li> <li>• I can throw objects towards a target</li> <li>• I can receive objects travelling towards me</li> <li>• I can bounce a ball on the spot and when travelling</li> <li>• I can kick a ball towards a target</li> </ul>	<ul style="list-style-type: none"> <li>• I can use communication to support team work</li> <li>• I should look at the ball</li> <li>• I can have my hands out ready to catch</li> <li>• I can control my speed</li> <li>• I can hit a ball using a cricket bat</li> <li>• I can hit a ball using a tennis racket</li> </ul>
<b>Knowledge</b>	PE	<p>I know</p> <ul style="list-style-type: none"> <li>• The importance of good health &amp; hygiene</li> <li>• How to travel safely</li> <li>• Where I can bike safely</li> </ul>	<p>I know</p> <ul style="list-style-type: none"> <li>• Fundamental skills (Run, Jump, Throw)</li> <li>• The importance of exercise</li> <li>• Water helps keep my mind learning</li> </ul>	<p>I know</p> <ul style="list-style-type: none"> <li>• My body can move in different ways</li> <li>• I should warm up my muscles before I exercises</li> <li>• Different movements needed when playing games (chasing/hiding)</li> <li>• A variety of movements</li> </ul>	<p>I know</p> <ul style="list-style-type: none"> <li>• I should stare at a spot and slowly lift off one leg to balance</li> <li>• Static balance</li> <li>• Balance in motion</li> <li>• Hand-eye coordination</li> <li>• How to move equipment safely</li> </ul>	<p>I know</p> <ul style="list-style-type: none"> <li>• I need to eat a range of healthy foods</li> <li>• My body needs exercise</li> <li>• Communicate with my team</li> <li>• The importance of good health &amp; hygiene</li> </ul>	<p>I know</p> <ul style="list-style-type: none"> <li>• I can't always win</li> <li>• I should try to show happiness for my team</li> <li>• How to handle equipment carefully</li> <li>• What is meant by competition</li> </ul>

				<ul style="list-style-type: none"> <li>• What expressive movement is</li> </ul>			<ul style="list-style-type: none"> <li>• How to use equipment safely</li> </ul>
<b>Vocabulary</b>	PE	Health hygiene run bike exercise travel movement	Move movement run bike jump throw exercise water mind	Shapes create body dance movements combine under over around safely speed direction warm up games muscles expressive instructions	Jump height land safely stop breath hold muscles bend knees lift balance static balance equipment hand-eye coordination	Take turns rolling throw target receive travelling bounce ball healthy foods exercise communication kick	Communication teamwork look catch control speed hit cricket bat tennis racket equipment competition
<b>Skills</b>	Fine Motor	<p>I am learning to:</p> <ul style="list-style-type: none"> <li>• Isolate my fingers</li> <li>• Copy and trace straight and curved lines</li> <li>• Hold a knife and fork accurately</li> <li>• Use a quadruped grasp</li> <li>• Copy and trace the letters in my name</li> <li>• Snip with scissors</li> <li>• Form easy patterns</li> <li>• Manipulate playdough</li> </ul>	<p>I am learning to:</p> <ul style="list-style-type: none"> <li>• Thread under and over/ push pasta and beads</li> <li>• Cut in a continuous line</li> <li>• Identify the uses of playdough tools</li> <li>• Form harder patterns and easy cursive letters</li> <li>• Fasten and unfasten zips, buttons (my coat)</li> </ul>	<p>I am learning to:</p> <ul style="list-style-type: none"> <li>• Cut along a curved line</li> <li>• Use both sides of my body simultaneously</li> <li>• Form letters without copying them – cursive</li> <li>• Use playdough tools for a purpose</li> <li>• Copy numerals</li> </ul>	<p>I am learning to:</p> <ul style="list-style-type: none"> <li>• Weave in and out of objects</li> <li>• Cut in a continuous curved line</li> <li>• Select tools depending on their purpose</li> <li>• Use my hands and fingers to squeeze, smooth and roll clay and dough</li> <li>• Copy shapes</li> <li>• Use my dominant hand for writing</li> <li>• Write a wider range of cursive letters</li> </ul>	<p>I am learning to:</p> <ul style="list-style-type: none"> <li>• Use my wrists to make more controlled movements</li> <li>• Use both of my hands to roll and shape dough and clay</li> <li>• Use a tripod grip in my dominant hand</li> <li>• Cut with precision</li> <li>• Use a knife and fork with more independence</li> <li>• Fasten and unfasten buttons.</li> </ul>	<p>I am learning to:</p> <ul style="list-style-type: none"> <li>• Tie and untie simple knots and plaits</li> <li>• Use a range of tools, and my hands, to manipulate dough and clay</li> <li>• Form all cursive letters correctly, some joins</li> <li>• Colour and paint with increasing precision</li> <li>• Draw recognisable people with detail</li> </ul>
<b>Knowledge</b>	Fine Motor	<p>I know:</p> <ul style="list-style-type: none"> <li>• I have 4 fingers and a thumb on each hand</li> <li>• I can draw over the top of a line or picture</li> <li>• I need to move my arm or wrist to make a curved mark</li> <li>• I need to hold a knife in my dominant hand and saw backwards and forwards to chop food.</li> <li>• I hold a fork in my non-dominant hand and can use it to hold food whilst I cut it</li> </ul> <p>I need to open and close my hands or fingers to make scissors snip</p>	<p>I know:</p> <ul style="list-style-type: none"> <li>• I need to push a string through the top of my objects, then reach around and push it through the back when threading</li> <li>• I can move scissors forwards, whilst snipping, to cut a straight line</li> <li>• A rolling pin will make my playdough flat.</li> <li>• A knife tool will cut my playdough</li> <li>• A shape cutter will make pictures and patterns in my dough</li> <li>• I can copy letters from a grapheme chart</li> <li>• I need to put the bottom of my zip together to zip it up</li> <li>• I use a lead in and lead out line for cursive letters</li> <li>• My letters go on the line</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>• I can turn my scissors, or the paper, when cutting to create a curved line</li> <li>• I need to hold a pencil with my thumb and two fingers (maybe still three)</li> <li>• I can make the left and right side of my body do the same thing at the same time</li> <li>• How to form the graphemes we have learnt, following the Little Wandle rhymes</li> <li>• I use a lead in and lead out line for cursive letters</li> <li>• My letters go on the line</li> <li>• How to form numerals correctly, using the number rhymes</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>• I can make weaving patterns by pushing material or string 'over and under' an object.</li> <li>• I can cut in a curved line or circle by making continuous snips and rotating the paper or scissors.</li> <li>• I can rub my finger over clay to smooth it</li> <li>• I can pinch clay with my fingers to make spikes</li> <li>• I can roll clay in between my hands or fingers to make 'sausages' or round shapes</li> <li>• Which hand is my dominant hand</li> <li>• I use a lead in and lead out line for cursive letters</li> </ul> <p>My letters go on the line</p>	<p>I know:</p> <ul style="list-style-type: none"> <li>• I can move my wrists without moving my whole arm</li> <li>• I can use both of my hands at the same time to roll dough</li> <li>• I need to hold a pencil using my thumb and two fingers</li> <li>• I can chop up a range of food by holding it with a fork and 'sawing' with a knife</li> <li>• I need to push a button through the hole to fasten and unfasten it.</li> <li>• I use a lead in and lead out line for cursive letters</li> </ul> <p>My letters go on the line</p>	<p>I know:</p> <ul style="list-style-type: none"> <li>• I can loop two ends of a string around each other and push one end through the middle to tie a knot.</li> <li>• I can wrap pieces of string around each other to make a plait.</li> <li>• The purpose of a range of playdough tools and how to use them appropriately</li> <li>• I need to concentrate on my marks to colour within the lines</li> <li>• When I draw people they need a body, head, arms, legs, feet hands, facial features and hair</li> <li>• I use a lead in and lead out line for cursive letters</li> <li>• My letters go on the line</li> </ul>
<b>Vocabulary</b>	Fine Motor	Snip, thread, lace, squeeze, tweezers, stack, balance.	Thread, cut, pinch, shred, pull, tear.	Thread, stack, balance, lines, trace, cut, stick, peel, stick, scrunch	Twist, squeeze, stretch, smooth, pinch, attach, join	Curved, backwards, forwards, chop	Knot, plait, undo, untie, features

<b>Skills</b>	Gross Motor	<p>I am learning to:</p> <ul style="list-style-type: none"> <li>• Ride a tricycle and scooter</li> <li>• Ride a balance bike</li> <li>• Climb safely</li> <li>• Work as a team</li> <li>• Use my arms to reach above me</li> <li>• Move my body in a range of ways</li> </ul>	<p>I am learning to:</p> <ul style="list-style-type: none"> <li>• Roll a ball in the direction I want it to go</li> <li>• Safely carry the large blocks and arrange them in a purposeful way</li> <li>• Negotiate space when going over and under objects</li> <li>• Hop, jump and spin</li> <li>• Throw a bean bag in the direction I want it to go</li> <li>• Move in time to a beat</li> <li>• Add actions to songs</li> </ul>	<p>I am learning to:</p> <ul style="list-style-type: none"> <li>• Join giant polydron together and copy a design</li> <li>• Negotiate space whilst on a tricycle or scooter</li> <li>• Use my whole arm to paint on a large scale</li> <li>• Jump off of benches and land safely</li> <li>• Use the hall equipment safely during PE lessons</li> </ul>	<p>I am learning to:</p> <ul style="list-style-type: none"> <li>• Use a hula hoop and skipping rope with accuracy and control</li> <li>• Balance on beams of varying sizes</li> <li>• Use my whole arm to reach above and to the sides</li> <li>• Copy yoga movements and have moments of calm</li> <li>• Throw and catch over a net with accuracy during PE</li> </ul>	<p>I am learning to:</p> <ul style="list-style-type: none"> <li>• Sweep sand into a dustpan with control</li> <li>• Hop and jump on one foot</li> <li>• Negotiate space and control more of my body</li> <li>• Catch and throw smaller objects with increasing accuracy in PE</li> <li>• Use a tennis and cricket bat to hit a ball at a target</li> <li>• Participate in Sports Day events, in front of a crowd</li> <li>• Run in a lane</li> </ul>	<p>I am learning to:</p> <ul style="list-style-type: none"> <li>• Negotiate space whilst carrying objects</li> <li>• Move over, under, around and jump off of objects safely</li> <li>• Balance on thinner beams or lines</li> <li>• Jump in different ways</li> <li>• Take risks</li> <li>• Make decisions</li> </ul>
<b>Knowledge</b>	Gross Motor	<p>I know:</p> <ul style="list-style-type: none"> <li>• I need to push off with one foot to make the scooter move</li> <li>• I need to peddle with both feet to make the tricycle move</li> <li>• I need to use my feet and hands at the same time when climbing</li> <li>• I can move both sides of my body at the same time and cross my midline to move in different ways</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>• I need to look at where I want the ball or beanbag to go and push it in the right direction</li> <li>• I can carry two smaller blocks or one large block at a time and I need to look around me</li> <li>• I need to look around me when I am moving around the make sure it is safe</li> <li>• I can hop using one leg and jump using two.</li> <li>• I need to twist my body to make it spin around</li> <li>• I can throw under arm to throw with more accuracy and overarm to make my object go further</li> <li>• I can connect movements together to make a dance sequence</li> <li>• I need to think about travel, shape, size and speed when creating dance movements</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>• I need to push the giant polydron together to join them</li> <li>• I need to look at where I am steering when I use the scooter or tricycle</li> <li>• The tricycle is bigger at the back so I need to think about which spaces I can move through</li> <li>• I need to bend my knees when I jump and when I land</li> <li>• I can use my hands and feet to climb up the bars in PE</li> <li>• I can put my arms out to help me balance</li> <li>• I need to tuck my head down when I do a forward roll</li> <li>• I can change the shape of my body to make big, wide, shapes or small, long shapes</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>• I need to put a hula hoop around my waist and rotate my hips to make it move</li> <li>• I need to hold a skipping rope in both hands and jump at the right time when I swing it</li> <li>• I can use my arms to help me balance</li> <li>• Stretch up, down and to the sides to reach further and create longer movements</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>• I need to sweep slowly so that the sand goes where I want it to go</li> <li>• I can hop on one foot and jump on one or two feet</li> <li>• Where each part of my body is and how to control it</li> <li>• Exercise helps to build my strength and stamina</li> <li>• I can use one hand to throw and objects and two to catch an object.</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>• I need to look where I am going when I am carrying objects</li> <li>• How to safely move under, over, around and jump off of objects</li> <li>• Core strength helps me to balance</li> </ul>
<b>Vocabulary</b>	Gross Motor	Push peddle climb move tricycle scooter blaance bike team safe reach	Travel movement throw twist hop jump underarm overarm sequence carry push direction look spin roll space beat actions	Join copy space paint scale jump land push look steer bend knees hands feet arms climb balance tuck head forward roll shape big wide small long	Hula hoop skip skipping rope accuracy control balance beam reach above side yoga movement throw catch waist rotate hips jump swing stretch up down	Sweep hop jump feet body control space catch throw accuracy tennis racket cricket bat hit ball sports day exercise stamina	Space carry over under around jump safe balance risk decisions look core strength

## Personal, Social & Emotional Development

**Educational Programme:** Educational Programme: Children’s personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

**Early Learning Goals** Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships Children at the expected level of development will: - 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.

**Our approach** PSED is developed throughout the year through high quality interactions such as restorative justice, daily group discussions, sharing circles, PSHE KAPOW lessons and National Online Safety Lessons, No Outsiders, Zones of Regulation and much more, pupils are taught to recognise emotions understanding them and how to seek help to coregulate. Pupils are given self-regulation skills to practise too. We use British Values guidance and teams to support pupils understanding of right and wrong, teamwork and how to function well socially in larger groups.

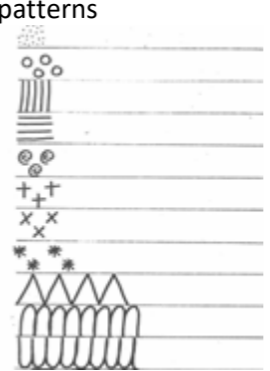
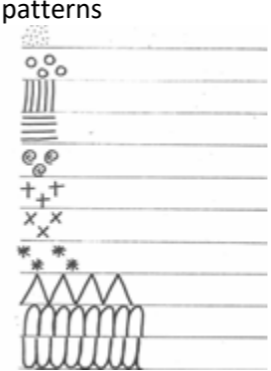
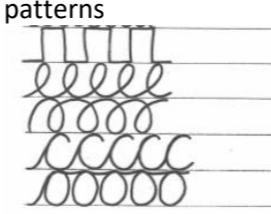
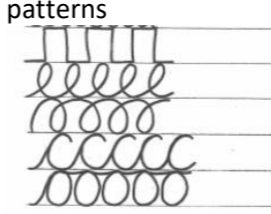
**Key Learning Opportunities** **Across the year, children will have the opportunity to develop their personal, social and emotional development by:**

- Learning the routines of school, school values, learning chart and Dojo points
- Building new relationships with peers and teachers
- Learning to share, be kind, polite and considerate
- Looking after belonging, school property, the environment
- Comparing similarities and differences with my peers
- Recognising feelings – The Colour Monster and Zones of Regulation
- Learning techniques to help deal with our feelings – Zones of Regulation
- Meeting Pantasaurus
- Brain breaks/ movement breaks and water
- Caring for animals and the world around me
- Fire safety
- Road Safety
- Team building
- Different traditions
- Stranger Danger/Clever Never Goes
- British Values
- Likes and Dislikes
- Sun Safety

<b>NOS units</b>		Self-Image and Identity	Online Relationships and Reputation	Online bullying and Managing Online Information	Health, wellbeing and lifestyle and Privacy and Security	Copyright and ownership
<b>No Outsiders Focus and Text</b>	To choose what I like – You Choose	It’s ok to be different – Red Rockets and Rainbow Jelly	To say hello – Hello Hello	All families are different – The Family Book	To celebrate my family – Mummy, Mumma and Me	To make a new friend – Blue Chameleon

<p><b>Skills</b></p>	<p>PSHE Kapow</p>	<p>Self-Regulation – My Feelings</p> <ul style="list-style-type: none"> <li>Identifying and expressing my own feelings</li> <li>Exploring coping strategies to help regulate emotions.</li> <li>Exploring ways to moderate behaviour, socially and emotionally.</li> <li>Exploring different facial expressions and identifying the different feelings they can represent.</li> </ul>	<p>Building Relationships – Special Relationships</p> <ul style="list-style-type: none"> <li>Learning how to talk about our families and discussing why we love them.</li> <li>Talking about people that hold a special place in my life.</li> <li>Thinking about what it means to be a valued person</li> <li>Developing strategies to help when sharing with others.</li> <li>Exploring the differences between us that make each person unique.</li> </ul>	<p>Managing Self – Taking on Challenges</p> <ul style="list-style-type: none"> <li>Beginning to understand why rules are important in school.</li> <li>Considering why it is important to follow rules.</li> <li>Coping with challenge when problem solving.</li> <li>Learning to work as a member of a team.</li> <li>Exploring coping strategies to help regulate emotions.</li> <li>To know some strategies to calm down.</li> </ul>	<p>Self and Regulation – Listening and Following Instructions</p> <ul style="list-style-type: none"> <li>Developing listening skills.</li> <li>Identifying how characters within a story may be feeling.</li> <li>Coping with challenge when problem solving.</li> </ul>	<p>Building Relationships – My Family and Friends</p> <ul style="list-style-type: none"> <li>Developing strategies to help when sharing with others</li> <li>Exploring what makes a good friend.</li> <li>Considering the perspectives and feelings of others.</li> <li>Learning to work as a member of a team.</li> </ul>	<p>Managing Self – My Wellbeing</p> <ul style="list-style-type: none"> <li>Exploring how exercise affects different parts of the body.</li> <li>Discussing ways that we can take care of ourselves.</li> <li>Exploring what it means to be a safe pedestrian.</li> </ul>
<p><b>Knowledge</b></p>	<p>PSHE Kapow</p>	<p>I know:</p> <ul style="list-style-type: none"> <li>To name some different feelings and emotions.</li> <li>To know some strategies to calm down.</li> <li>To know that facial expressions can give us clues as to how a person is feeling</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>To name and describe the different members of our families.</li> <li>To understand that all families are valuable and special.</li> <li>To know that I am a valuable individual.</li> <li>To understand that all people are valuable.</li> <li>To know that we share toys so that everyone feels involved and no one feels left out or upset.</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>To know that some rules are in place to keep us safe.</li> <li>To know that it is important to help, listen and support others when working as a team.</li> <li>To know that we have rules to keep everything fair, safe and enjoyable for everyone.</li> <li>To know that I can learn from my mistakes.</li> <li>To know some strategies to calm down.</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>To know that it is important to tell the truth.</li> <li>To know that it is important to help, listen and support others when working as a team.</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>To know that we all have different beliefs and celebrate special times in different ways.</li> <li>To understand that different people like different things.</li> <li>To understand that we all have similarities and differences and that make us special.</li> <li>To know that we share toys so that everyone feels involved and no one feels left out or upset.</li> <li>To know that it is important to help, listen and support others when working as a team.</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>To know that exercise means moving our body and is important.</li> <li>To know that yoga can help our bodies and minds relax,</li> <li>To know that having a naturally colourful diet is one way to try and eat healthily,</li> <li>To know how to behave safely on the pavement and when crossing roads with an adult.</li> </ul>
<p><b>Vocabulary</b></p>	<p>PSHE Kapow</p>	<p>Worried angry sad calm excited surprised tired scared proud shy loved bored sorry expression face facial expression emotion feeling Joyful Frustrated Grateful Proud Calm Lonely Excited Confident Nervous</p>	<p>Love valuable special unique different share sharing friend take turns timer interests hobby passion like dislike enjoy different similar unique special Individual share sharing friend take turns friendly kind polite friend kind compliment support loved appreciated happy festival special event religion culture beliefs tradition</p>	<p>Share friend take turns kind feelings emotions friend kind compliment support loved appreciated happy walk hazard safe careful listen alert crossing sensible pedestrian</p>	<p>Rules reason right wrong safe confident comfortable fair equal enjoyable calm orderly Respect Sharing Caring Turn-taking Empathy Friendship Kindness Cooperation Listening Helping</p>	<p>Exercise movement healthy heart rate breathing heart lungs brain bones muscles Hygiene Exercise, Rest, Nutrition, Energy Balanced Mindful Strength Relaxation Growth</p>	<p>Challenge difficulty persistence perseverance trial and error Fairness Community Rules Responsibility Safe Teamwork Honest Promise Decision Leader</p>

Literacy	
<b>Educational Programme:</b>	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)
<b>Early Learning Goals</b>	<p>Comprehension Children at the expected level of development will: - 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, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing Children at the expected level of development will: - 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>
<b>Our approach Reading</b>	We begin teaching the children phonics in week 2 of Reception. We follow the Little Wandle Letters and Sounds Programme and teach whole class phonics lessons daily. We regularly assess the children’s progress so that we can put interventions in place as soon as possible if needed. In Reception, we focus on introducing and consolidating Phase 2 and Phase 3 GPC’s and tricky words. We have 3 guided reading sessions focusing on decoding, prosody and comprehension, thus allowing the children to build a range of skills throughout the week and build confidence with the text before taking it home to show their accomplishments with their families. The children also take home a ‘Reading for Pleasure book’ of their choosing from the class libraries to develop a love of reading.
<b>Our approach Writing</b>	Practitioners use Drawing Club in Term 1 to spark pupils' interest in mark making, improve fine motor and ensure pupils know their marks hold meaning. This child led approach is utilised throughout the year to support early writers. Writing opportunities are often text, context or topic led to support pupils' engagement in cross curricular learning. Writing sessions play close attention to pupil's cognitive load, by ensuring one skill can be focused on at a time. Scaffolded resources are used to support pupils understanding of segmenting and sentence structure. We have a designated reading book corners in the classroom which offer a cosy space to enjoy books. The texts are changed regularly depending on our topics and the children’s interests. Small worlds and role play areas often show links to the key texts.
<b>Key Resourcing</b>	Little Wandle phonics inputs, Drawing Club, writing opportunities, Letterjoin handwriting sessions, Colourful Semantics scaffolding, Writing Areas, Pictorial Grapheme mats, Widgit, story mapping, local maps
<b>Key Learning Opportunities Reading &amp; Writing</b>	<p><b>Across the year, children will have the opportunity to develop their literacy skills by:</b></p> <ul style="list-style-type: none"> <li>• Reading familiar stories and traditional tales</li> <li>• Reading stories based on topics</li> <li>• Reading stories based on children’s interests</li> <li>• Reading Non-Fiction books</li> <li>• Little Wandle Phonics lessons</li> <li>• Little Wandle Reading sessions</li> <li>• Identifying Characters and Settings</li> <li>• Sequencing familiar stories</li> <li>• Learn the features of books</li> <li>• Reading visual timetables</li> <li>• Playing rhyming, alliteration and environmental sound games</li> <li>• Name recognition on trays etc</li> <li>• Using videos and/or clips</li> <li>• Drama opportunities</li> <li>• Word games</li> <li>• Poems Joining in with repeated phrases</li> <li>• Asking questions about books</li> <li>• World Book Day</li> </ul>

<p><b>Skills</b></p>	<p>Handwriting <i>Letter join</i></p>	<p>Pencil grip/posture Colouring with handwriting patterns</p>  <p>Name writing</p>	<p>Pencil grip/posture Colouring with handwriting patterns</p>  <p>Name writing consistently</p> <p>Letters: l i t u y m n r j</p>	<p>Pencil grip/posture Colouring with handwriting patterns</p>  <p>Name writing consistently</p> <p>Letters: h b p e v w c o a d g q</p>	<p>Pencil grip/posture Colouring with handwriting patterns</p>  <p>Name writing consistently</p> <p>Letters: f s x z k</p>	<p>Pencil grip/posture Colouring with handwriting patterns</p> <p>Capital letters</p> <p>Recapping of letter formations</p>	<p>Pencil grip/posture Colouring with handwriting patterns</p> <p>Joins to teach explicitly: St ng nk ch sh th Ai oa igh oo ee er air ur ar oi ear re we ro</p>
<p><b>Knowledge</b></p>	<p>Handwriting <i>Letter join</i></p>	<p>How to sit at the table. How to hold a pencil. How to push and pull the pencil. Up down over under down the same line On the line, off we go, lead in, lead out Join at the top Join at the bottom Join on the line</p>					
<p><b>Skills</b></p>	<p>Phonics</p>	<p>I am learning to:</p> <p>Phase 2 -Recognise sounds -Blend -Segment -Recognise tricky words -Use expression/ prosody -Answer comprehension questions</p>	<p>I am learning to:</p> <p>Phase 2 -Recognise sounds -Blend -Segment -Recognise tricky words -Use expression/ prosody -Answer comprehension question</p>	<p>I am learning to:</p> <p>Phase 3 -Recognise sounds -Blend -Segment -Recognise tricky words -Use expression/ prosody -Answer comprehension question</p>	<p>I am learning to:</p> <p>Phase 3 -Recognise sounds -Blend -Segment -Recognise tricky words -Use expression/ prosody -Answer comprehension question</p>	<p>I am learning to:</p> <p>Phase 4 -Recognise sounds -Blend -Segment -Recognise tricky words -Use expression/ prosody -Answer comprehension question</p>	<p>I am learning to:</p> <p>Phase 4 -Recognise sounds -Blend -Segment -Recognise tricky words -Use expression/ prosody -Answer comprehension question</p>
<p><b>Knowledge</b></p>	<p>Phonics</p>	<p>I know: S a t p l n m d g o c k ,ck e u r g h b f l i s l the</p>	<p>I know: ff ll ss j v w x y z zz qu words with s /s/ added at the end (hats sits) ch sh th ng nk words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)</p> <p>put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p>I know: ai ee igh oa oo oo ar or ur oi ear air er words with double letters: dd mm tt bb rr gg pp ff onger words was you they my by all are sure pure</p>	<p>I know: review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear review Phase 3: er air words with double letters longer words words with two or more digraphs longer words words ending in -ing compound words longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</p>	<p>I know: short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words onger words compound words root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p>said so have like some come love do were here little says there when what one out today</p>	<p>I know: long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ root word ending in: -er, -est longer words Review all taught so far Secure spelling</p>

Skills	Reading	Skill	National curriculum link	Skill progression
		Word Reading	READING	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words</li> <li>Respond speedily with the correct sound to graphemes</li> <li>Read accurately `by blending sounds in unfamiliar words containing GPC's that have been taught</li> <li>Read common exception words</li> <li>Read aloud accurately, books that are consistent with their developing phonics knowledge</li> </ul>
		Clarify vocabulary	Discuss word meanings, linking new meanings to those already known	<ul style="list-style-type: none"> <li>Draw on vocab provided by the teacher to understand books</li> <li>Discuss word meanings, linking new meanings to those already known</li> <li>Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases</li> <li>Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum</li> <li>With support pick out some key words in a text (e.g. find a word that tells us how the character is feeling)</li> </ul>
		Retrieval	Explain clearly their understanding of what is read to them. Recognise and join in with predictable phrases	<ul style="list-style-type: none"> <li>Draw on what they already know or on background information from the teacher to understand books</li> <li>Identify the main character in a story or the subject of non-fiction text</li> <li>Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales</li> <li>Identify main events or key points in texts</li> <li>Answer literal retrieval questions about the text</li> </ul>
		Sequencing /Summarising	Retell key stories, fairy stories and traditional tales, and consider their particular characteristics	<ul style="list-style-type: none"> <li>Sequence a simple story or event and use this to re-enact and retell</li> </ul>
		Inference	Being encouraged to link what they read or hear read to their own experiences Make inferences on the basics of what is being said and done	<ul style="list-style-type: none"> <li>Give some reasons why things happen or characters change</li> <li>Begin to express a view and use evidence in the text to explain reasons</li> </ul>
		Prediction	Predict what might happen on the basis of what has been read so far	<ul style="list-style-type: none"> <li>Make predictions on the basis of what has been read so far</li> <li>Discuss the blurb and title of a book</li> <li>Predict events and endings and how characters will behave</li> <li>Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development</li> </ul>
		Structure and organisation	Discuss the significance of the title and events	<ul style="list-style-type: none"> <li>Distinguish between fiction and non-fiction texts</li> <li>Understand the way that information texts are organised and use this when reading simple texts</li> <li>Understand and use correctly terms referring to conventions of print: book cover, beginning, end, page, word, letter</li> </ul>
		Language choice	Draw on vocab provided by the teacher Recognise and join in with predictable phrases Learn to appreciate rhymes and poems and to recite some by heart	<ul style="list-style-type: none"> <li>Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases</li> <li>Pick out some key phrases in fairy stories and traditional tales, e.g. repetition, once upon a time, fee fi fo fum</li> </ul>

<p><b>Knowledge</b></p>	<p>Reading</p>	<p>I know:</p> <ul style="list-style-type: none"> <li>• The pattern of words in stories</li> <li>• I can copy phrases from stories and join in with storytelling</li> <li>• If I listen carefully I can distinguish which animal or instrument is making the sound I hear</li> <li>• Alliteration is when two words begin with the same letter</li> <li>• Words which rhyme have the same final sounds</li> <li>• Which letters are in my name and what they are called</li> <li>• Stories have a beginning, middle and end</li> <li>• Traditional stories begin with 'Once Upon a Time' or 'One Day' and end with 'The End' or 'They Lived Happily Ever After'</li> <li>• I know the front cover, back cover, spine</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>• Fiction books are made up stories with illustrations</li> <li>• Non-fiction books usually have real photos and tell us real facts</li> <li>• Print carries meaning and can be assigned to objects and images</li> <li>• An author writes books and illustrators draw the pictures</li> <li>• When there are multiple words next to each other they may a sentence or caption.</li> <li>• Page numbers and how to find the correct page</li> <li>• How to find answers to questions using the pictures</li> <li>• How to create expression with my voice</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>• Atlases are books that show maps of the world</li> <li>• The contents page tells us which page to look at for specific information</li> <li>• Books tell me information</li> <li>• I can use photos from books for information</li> <li>• Which books I like and dislike</li> <li>• How to find answers for questions using words and pictures</li> <li>• How to create expression with my voice</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>• When there are lots of words next to each other it makes a sentence</li> <li>• When a sentence is missing a word or doesn't make sense</li> <li>• I can listen to a story and picture the images in my head, without seeing a book</li> <li>• I can read what I have written to check it makes sense and I have spelt words phonetically</li> <li>• How to find answers for questions using words and pictures</li> <li>• How to create expression with my voice</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>• I can question what I have read or heard to find out more or clarify my ideas</li> <li>• Illustrations in books can tell me lots of information and give me clues about what is happening or what might happen next</li> <li>• I can read my own writing to see if I have missed out any words or made any spelling mistakes</li> <li>• Sometimes the same characters appear in different books</li> <li>• How to find answers for questions using words</li> <li>• How to create expression with my voice</li> </ul>	<p>I know:</p> <ul style="list-style-type: none"> <li>• The blurb tells me a bit about the book I am reading before I read it</li> <li>• I can write jokes and silly sentences with words</li> <li>• How to find answers for questions using words</li> <li>• How to create expression with my voice</li> </ul>
<p><b>Knowledge</b></p>	<p>Writing Ongoing across the year:</p>	<p>Compose a sentence orally before writing it Memorise the sentence by repeatedly saying it aloud Dictate sentences ensuring they contain only the taught sound-letter correspondences Discuss what they have written with the teacher or other pupils Re-read what they have written to check that it makes sense</p>					
	<p>Writing</p>	<p>Give meaning to marks that they see in different places</p> <p>Give meaning to marks as they draw, write and paint</p> <p>Hear and say the initial sound in words</p> <p>Segment the sounds in simple words and blend them together</p> <p>Use some clearly identifiable letters to communicate meaning</p>	<p>Begin to form lower-case letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter(s)</p> <p>Write labels</p> <p><b>Write all of their name</b></p>	<p><b>Form lower-case letters correctly with increasing accuracy</b></p> <p><b>Spell words by identifying the sounds and then writing the sound with letter(s)</b></p> <p>Write short sentences/captions with words with known sound-letter correspondences</p> <p>Have an awareness of leaving spaces between words when writing a sentence</p>	<p><b>Form lower-case letters and capital letters correctly with increasing accuracy</b></p> <p>Attempt to write short sentences in meaningful contexts</p> <p><b>Begin to leave spaces between words</b></p> <p>Have an awareness of a capital letter and full stop when writing a simple sentence</p>	<p><b>Form lower-case and capital letters correctly with increasing accuracy</b></p> <p><b>Write short sentences with words with known sound-letter correspondences</b> using capital letters and full stops</p> <p><b>Leave spaces between words</b></p> <p><b>Spell an increasing number of common irregular words</b></p> <p><b>Know that the personal pronoun 'I' has a capital letter</b></p>	<p><b>Form lower-case and capital letters correctly</b></p> <p>Write simple sentences which can be read by themselves and others (applying taught phonics sounds)</p> <p><b>Spell an increasing number of common irregular words</b></p> <p><b>Know that the personal pronoun 'I' has a capital letter</b></p>

		Use some of their print and letter knowledge in their early writing (e.g. write a pretend shopping list, write 'm' for mummy)  Write some or all of their name		Begin to spell some common irregular words  Know that the personal pronoun 'I' has a capital letter	Use phonic knowledge to write words in ways which match spoken sounds  <b>Spell an increasing number of common irregular words</b>  <b>Know that the personal pronoun 'I' has a capital letter</b>  Apply taught digraphs into writing		Write phonetically plausible words  <b>Write short sentences with words with known sound-letter correspondences using capital letters and full stops</b> <b>Leave spaces between words</b>
<b>Vocabulary</b>	Reading & Phonics	Front cover, back cover, title, blurb, spine, Phoneme, grapheme, tricky word, word, segment, blend, sound talk, author, illustrator, blurb, questions, label, initial sound, book	Setting, characters, events, actions, cause, effect, consequence, words, sentence, caption, phrase, story, sequence, characters, once upon a time, suddenly, the end, poster digraph, fiction	Fiction, non-fiction, digraph, trigraph, atlas, county, language, symbols, characters (as in letters)	sounds letters, words, labels captions, sentences, segment, blend, orally compose, labels, facts, question mark, exclamation point, describe, sentence, audiobook, direction	sounds letters, words, labels captions, sentences, segment, blend, orally compose, labels compound, chunking, question, illustration, label, list, instruction	sounds letters, words, labels captions, sentences, segment, blend, orally compose, labels Suffix, root word, blurb, nonsense
	Writing	Phoneme, grapheme, tricky word, word, segment, blend, sound talk, author, illustrator, blurb, questions, label, initial sound, book, pencil, colouring pencil, felt tip, crayon, chalk, once upon a time, villain, sounds letters, words, labels captions, sentences, segment, blend, labels	Words, sentence, caption, phrase, story, sequence, lists, labels, phrase, caption, characters, settings, locations, suddenly, the end, poster, book, digraph, fiction, sounds letters, words, labels captions, sentences, segment, blend, labels	Sentence, finger space, full stop, capital letter, trigraph, punctuation, non-fiction, map, speech bubble, list, recipe, instructions, adjective, letter, orally compose	Adjectives, describe, non-fiction, fact file, book, information, speech, facts, question mark, letter, heading title	Describe, details, facts, leaflet, recipe, capital letters, finger spaces, full stops, question marks, exclamation mark,	Letter, Word, Sentence, Full stop, Capital letter, Finger space, Sound, Phonics, Tricky words, Blending, Segmenting, Sound out, Digraph, Trigraph, Vowel, Consonant, High-frequency words, Sight words, Story, Character, Setting Idea  Title, Plan, Write, Read, Edit, Check.

Mathematics	
<b>Educational Programme:</b>	Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , <b>'have a go'</b> , <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.
<b>Early Learning Goals</b>	Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - 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.  Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - 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.
<b>Our approach</b>	<b>Our approach</b> We use NCETM Mastering Number at Reception programme to secure firm foundations in the development of good number sense for all children. Children learn cardinality and counting, comparison, composition, pattern, shape space and measure to ensure every opportunity for learning is embedded within our teaching and learning, environment and high-quality interactions. In Reception we also the NCETM support materials linked to the Numberblocks programme to embed number fluency. Our lessons are also supplemented with shape, space and measure challenges. Maths is also of our continuous provision within our classroom and the children are encouraged to use what they have learnt during adult guided sessions in their play through carefully planned activities and adult interaction.
<b>Key Learning Opportunities</b>	<b>Across the year, children will have the opportunity to develop their literacy skills by:</b> <ul style="list-style-type: none"> <li>• Learning daily routines</li> <li>• Ordering and sequencing</li> <li>• Matching and sorting activities</li> <li>• Comparing size, mass and capacity</li> <li>• Copying simple patterns and creating their own (including symmetry)</li> <li>• Singing nursery rhymes with numbers</li> <li>• Exploring positional language</li> <li>• Identifying, subitising and representing numbers</li> <li>• Investigating shapes through different activities (2D and 3D shapes)</li> <li>• Practising number formation in a variety of ways (e.g. flour, glitter, rice, pens, pencils)</li> <li>• Counting activities (including recognising and representing numbers, one more/one less)</li> <li>• Investigating with manipulatives (including numicon, cubes, number blocks, counters etc.)</li> <li>• Learning to record in different ways (pictograms, tally chart, part whole models and ten frames)</li> <li>• Number bonds to 10 activities</li> <li>• Adding and subtracting activities</li> <li>• Problem solving activities</li> <li>• Exploring and comparing length and height</li> <li>• Doubles to 10 activities</li> <li>• Odd and even activities</li> <li>• Sharing/halving/grouping activities</li> <li>• Exploring money through the environment and role play</li> <li>• Exploring and investigating numbers beyond 10</li> </ul>

<p><b>Progression of Skills and Knowledge</b></p>	<p>NCTEM</p>	<p>Pupils will build on previous experiences of number from their home and nursery environments and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers 'hiding' inside larger numbers</li> <li>• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>• 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</li> <li>• 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</li> <li>• compare sets of objects by matching</li> <li>• begin to develop the language of 'whole' when talking about objects which have parts</li> </ul>	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• 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</li> <li>• focus on equal and unequal groups when comparing numbers</li> <li>• understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>• sort odd and even numbers according to their 'shape'</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>• order numbers and play track games</li> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>• begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>• continue to identify when sets can be subitised and when counting is necessary</li> <li>• develop conceptual subitising skills including when using a rekenrek</li> </ul>		
<p><b>Vocabulary to be used at all times in environment and discussions</b></p>	<p>Number names (0-20) Positional language (on, next to, behind, in front of, under) Time/ordering language (night, evening, morning, afternoon, day, before, after, today, tomorrow, yesterday, then, next, first, second, third) Same Different Count Capacity language (full, empty, half full/empty)</p>					
<p><b>Vocabulary</b></p>	<p>Sorting, same, different, subitise, patterns, tall, short, longer, long, shorter, ordering, 1,2,3,4,5, 5 frame, part part whole</p>	<p>Sorting, same, different, subitise, patterns, tall, short, longer, long, shorter, ordering, 1,2,3,4,5, 5 frame, add, part part whole, circle, triangle, square, rectangle, more, less, fewer, sides, straight, curved</p>	<p>Sorting, same, different, subitise, patterns, tall, short, longer, long, shorter, ordering, 1,2,3,4,5, 5 frame, add, part part whole, circle, triangle, square, rectangle, more, less, fewer, sides, straight, curved, corner, more than, less than, equal groups, unequal groups, altogether, heavy, light, heavier than, lighter than, 6, 7, 8, 9, pair, how many, 3D shapes (cube, sphere, pyramid, cone), 2D shapes</p>	<p>Sorting, same, different, subitise, patterns, tall, short, longer, long, shorter, ordering, 1,2,3,4,5, 5 frame, add, part part whole, circle, triangle, square, rectangle, more, less, fewer, sides, straight, curved, corner, more than, less than, equal groups, unequal groups, altogether, heavy, light, heavier than, lighter than, 6, 7, 8, 9, 10 pair, how many, 3D shapes (cube, sphere, pyramid, cone), 2D shapes, counting forwards, counting backwards, longest,</p>	<p>Sorting, same, different, subitise, patterns, tall, short, longer, long, shorter, ordering, 1,2,3,4,5, 5 frame, add, part part whole, circle, triangle, square, rectangle, more, less, fewer, sides, straight, curved, corner, more than, less than, equal groups, unequal groups, altogether, heavy, light, heavier than, lighter than, 6, 7, 8, 9, 10 pair, how many, 3D shapes (cube, sphere, pyramid, cone), 2D shapes, counting forwards, counting</p>	<p>Sorting, same, different, subitise, patterns, tall, short, longer, long, shorter, ordering, 1,2,3,4,5, 5 frame, add, part part whole, circle, triangle, square, rectangle, more, less, fewer, sides, straight, curved, corner, more than, less than, equal groups, unequal groups, altogether, heavy, light, heavier than, lighter than, 6, 7, 8, 9, 10 pair, how many, 3D shapes (cube, sphere, pyramid, cone), 2D shapes, counting forwards, counting backwards, longest, shortest,</p>



				shortest, repeating patterns, order, fewer, double	backwards, longest, shortest, repeating patterns, order, fewer, double, patterns, match, estimating, subtraction, matching, sharing, equal, unequal, half, grouping, left over, odd, even, 1 more/less, faces, edge	repeating patterns, order, fewer, double, patterns, match, estimating, subtraction, matching, sharing, equal, unequal, half, grouping, left over, odd, even, 1 more/less, faces, edge, plus, equals, most, less, least, measure, missing, taking away
<b>Number Blocks</b>	One Another One Two Three One, Tow Three! Four Five	Three Little Pigs Off we go How to count Stampolines The whole of me The terrible twos Holes Hide and Seek	Six Seven Eight Nine Ten Just add one	Blast off Counting sheep Double trouble The three threes Odds and evens Fluffies	The two tree Numberblock castle Ten green bottles Once upon a time Blockzilla	The numberblocks express Fruit salad Zero Now we are six to ten Numberblobs Building blocks Peekaboo



## Understanding the World

<b>Educational Programme:</b>	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>						
<b>Early Learning Goals</b>	<p>Past and Present Children at the expected level of development will: - 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> <p>People, Culture and Communities Children at the expected level of development will: - 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> <p>The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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.</p>						
<b>Our approach</b>	<p>We incorporate Understanding of the World through our Discovery Curriculum, making links to the natural world, science and investigations, technology, geographical skills and learning about the past. We also have weekly RWV lessons. Young children are naturally inquisitive about the world around them so there are frequent opportunities within our daily provision to build upon the children’s interests and allow strong adult interaction and conversations about what the children notice and discover during their play.</p>						
<b>Key Learning Opportunities</b>	<ul style="list-style-type: none"> <li>• Exploring the classroom and school environment</li> <li>• Similarities and Differences</li> <li>• Investigating and exploring maps (including digital maps)</li> <li>• Learning about our different families and homes</li> <li>• Looking at different types of changes (age, seasons, growing etc.)</li> <li>• Comparing (family, places, seasons, environments etc.)</li> <li>• Learning about different celebrations throughout the year</li> <li>• Using observational skills</li> <li>• Exploring sounds and senses</li> <li>• Using navigational language</li> <li>• Learning about significant people linked to topic</li> <li>• Using pictures, videos, books, artefacts and other sources to learn more about a topic</li> <li>• Visits to places in local area</li> <li>• Using different technology (iPads, Cubettos, Purple Mash)</li> </ul>						
<b>Progression of Skills and Knowledge</b>	French – Iwade and Bobbing	N/A	N/A	<p>I can:</p> <ul style="list-style-type: none"> <li>• Greet and say goodbye in French</li> <li>• Introduce myself in French</li> <li>• Learning to say your name in French</li> </ul> <p>Saying hello ‘Bonjour’, ‘Salut’, and goodbye ‘Au revoir’</p> <p>Je m’appelle – My name is....</p> <p>Comment ça va? –how are you? Ça va bien- I am well.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Say numbers 1-12 in French</li> <li>• Say my age in French</li> <li>• Name family members in French</li> </ul> <p>le père: father la mère: mother le frère : brother la soeur: sister le bébé : baby</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Say some pets in French</li> <li>• Say some colours in French</li> <li>• Say what colour a pet is</li> </ul> <p>Pets Un chien = a dog Un chat = a cat Un lapin = a rabbit Un cochon d’Inde = a Guinea pig Un oiseau = a bird Un hamster = a hamster Un poisson = a fish Une gerbille = a gerbil Une souris = a mouse</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Say some foods in French</li> <li>• Say some drinks in French</li> <li>• Say if I like a food or drink in French</li> </ul> <p>Qu'est-ce que tu aimes? = What do you like? J’aime = I like Je n’aime pas = I don’t like Les frites = chips Les chips = crisps Les bonbons = sweets Le fromage = cheese</p>

				<p>Ça ne va pas! - I am not well.  Ça va mal –I’m okay.  Ça va – I’m good.  Comme ci comme ça – I’m okay.  Non – no  Oui- yes</p> <p>What is your name?  Comment t’appelles-tu?  Comment tu t’appelles?</p>	<p>les enfants : children  le grand-père : grandfather  la grand-mère: grandmother</p> <p>Numbers 1-10 Flag  Learning French numbers 1-12  and how to say how old you are.</p> <p>1 – un  2 – deux  3 – trois  4 – quatre  5 – cinq  6 – six  7 – sept  8 – huit  9 – neuf  10 – dix</p> <p>quel âge as-tu ?- How old are you ?  J’ai 5 ans - I am 5 years old.</p> <p>The French flag is called "le Tricolore". That means 3 colours.</p>	<p>Une tortue = a tortoise</p> <p>Colours  Bleu = blue  Rouge = red  Jaune = yellow  Vert = green  Noir = black  Blanc = white  Orange = orange  Rose = pink  Gris = grey  Marron – brown  Violet = purple</p>	<p>Le jambon = ham  Un sandwich = a sandwich  Un sandwich au jambon = a ham sandwich  La limonade = lemonade  Le coca = coke  Le jus d’orange = orange juice  Le chocolat = chocolate  Le chocolat chaud = hot chocolate</p>
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<p><b>Progression of Skills and Knowledge</b></p>	<p>French – Grove Park</p>	<p>I am learning to: How to say hello, thank you and goodbye and body parts in French</p> <p><b>Body parts</b> Songs: "Alouette, gentille alouette" "Tête, épaules, genoux et pieds"</p> <p>Games: "Jacques a dit"</p> <p><b>Autumn:</b> Song: "Les feuilles tombent"</p> <p>Other classroom language: Bonjour, merci, au revoir, Je m'appelle</p>	<p>I am learning to: How to say how are you and respond, my name is and continue with body parts in French</p> <p>How to sing Christmas songs in French.</p> <p><b>Body parts contd + greetings</b> Songs: "Savez-vous planter les choux?" "Greetings song" (BBC) <a href="https://www.bbc.co.uk/bitesize/topics/zhphhcw/articles/zskhncw">https://www.bbc.co.uk/bitesize/topics/zhphhcw/articles/zskhncw</a> "Frère Jacques"</p> <p><b>Christmas:</b> Song: "Voici un petit sapin" "Mbotama ya muana" (Congolese French Christmas song) Making Christmas cards</p> <p>Other classroom language: Comment ca va? Ca va bien, ca va mal</p> <p>Joyeux Noel</p>	<p>I am learning to: How to say colours in French Song about a French festival – epiphany</p> <p><b>Colours</b></p> <p>"J'aime la galette" (with dance) Songs: "Couleurs" Les oiseaux du paradis "Mon Arc-en-ciel"</p> <p>Games: splat, bingo, corners, trouvez... Flip tiles <a href="https://wordwall.net/resource/41712/flip-tiles-french-colours">https://wordwall.net/resource/41712/flip-tiles-french-colours</a></p>	<p>I am learning to: How to say numbers to 10 and days of the week in French</p> <p><b>Numbers to 10 and days of the week (install French calendar)</b> Songs: "Lundi, mardi" to the tune of Frere Jacques "Un deux, trois, nous irons au bois"</p> <p>Games: Number feely bag Story: "La chenille qui fait des trous" with interactive games on Wordwall Making Easter cards + "Mon petit lapin" (les Papatons)</p>	<p>I am learning to: How to talk about the weather in French</p> <p><b>Nursery rhymes + Weather</b> Songs: "Sur le pont d'Avignon" (with dance) "L'araignée Gypsy"</p> <p>Other language: Il y a du soleil, il pleut, il y a des nuages, il y a du vent</p>	<p>I am learning to: How to name animals in French</p> <p><b>Animals + recap colours</b> Songs: "La chanson des animaux" "Un éléphant qui se balançait"</p> <p>Story: Ours brun</p> <p>Revision of: numbers to 10, colours, body parts, days of the week, weather types, how are you (greetings).</p>
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<p><b>Knowledge</b></p>	<p>Geography</p>	<p><b>Locational Knowledge:</b> I live in the United Kingdom, England</p> <p>Where my house is (Sittingbourne, Bobbing, Iwade etc.) and I live on ... road/street/place</p> <p>My new school is located in my community (Sittingbourne, Bobbing, Iwade)</p> <p>My class is located in .... community</p> <p><b>Place Knowledge:</b> Sittingbourne, Iwade, Bobbing are close to the town of Maidstone</p> <p>I know the seasons in the UK</p> <p><b>Human and Physical Geography:</b> To know that our school has physical and human features (fields, trees, plants) (building, pathways, playground)</p>	<p><b>Locational Knowledge:</b> We live in England, in the UK but some people come from all around the world and have family and friends all around the world (invite children to talk about their families/friends around the world)</p> <p><b>Place Knowledge:</b> Different celebrations/festivals happen around the world. Some people also celebrate them here (Diwali, Bonfire Night/Guy Fawkes Night)</p> <p>I know the seasons in the UK</p>	<p><b>Locational Knowledge:</b> I live on planet Earth which is part of the Milkyway Solar System</p> <p><b>Place Knowledge:</b> I know the seasons in the UK</p> <p><b>Human and Physical Geography:</b> Earth has both land and water so humans, animals and plants can survive here</p> <p>Earth is the only planet with known life on</p> <p><b>Geographical Skills and Fieldwork:</b> Scientists are exploring other planets to see what they are like and if humans could live there</p> <p>They use technology such as rockets, rovers, telescopes to take pictures, videos and samples to learn more about planets and the moon</p>	<p><b>Place Knowledge:</b> Animals can live in different places because of what they need (eat, drink, home) - Woodlands and countryside, Farm animals and farmyards, our homes for pets, ponds.</p> <p>I know animal habitats local to me (farms, woodlands/park, beaches, homes)</p> <p>I know some animals travel at different times of the year to new homes when it gets cooler/warmer (birds and murmuration)</p> <p>I know the seasons in the UK</p> <p><b>Human and Physical Geography:</b> Animal habitats are all different</p>	<p><b>Place Knowledge:</b> I can name fruit and vegetables I can get in the UK</p> <p>I know that different fruits and vegetables need different weather to grow</p> <p>I know the seasons in the UK</p> <p><b>Human and Physical Geography:</b> I know some fruits and vegetables that can be grown here (link local area to orchards – apples, cherries etc.)</p> <p>I know that we can sell fruits and vegetables around the world because of the different transport we have (lorries, vans, aeroplanes, boats)</p>	<p><b>Locational Knowledge:</b> I live in Kent, near the coast so there are beaches nearby</p> <p><b>Place Knowledge:</b> I know where my new classroom is</p> <p>I know my where my new playground is</p> <p>I know how we get to Minster beach from school</p> <p><b>Human and Physical Geography:</b> Know physical features of a beach: Sand, pebbles/rocks, sea or ocean, shells, seaweed, cliffs, tide</p> <p>Know human features of a beach: Beach huts, pathways, pier, lifeguard stations, flags, bins, toilets, shops, arcades, restaurants/food places</p>
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<p><b>Skills</b></p>	<p>Geography</p>	<p><b>Locational Knowledge and Geographical Skills and Fieldwork:</b> To use photographs and maps of the school, classroom and local area to help understand its location</p> <p>Create maps showing how I get to school.</p> <p><b>Place Knowledge and Geographical Skills and Fieldwork:</b> To use maps to show where I live in relation to towns nearby</p> <p><b>Human and Physical Geography and Geographical Skills and Fieldwork:</b> To use maps and photographs of physical and human features in my school and classroom that are relevant to me (classroom, tray, outside area, zones, playgrounds, hall</p> <p>Describe the season of autumn</p> <p><b>Geographical Skills and Fieldwork:</b> To go on a tour of the school to understand the location of the classroom and the important places in the school I need to know (classroom, outside area, lunch hall, assembly hall, office, HoS office</p>	<p><b>Locational Knowledge and Geographical Skills and Fieldwork:</b> Use maps, atlases and globes to look at different places spoken about in relation to festivals/celebrations</p> <p><b>Human and Physical Geography and Geographical Skills and Fieldwork:</b> Describe the season of autumn and winter and compare them</p>	<p><b>Locational Knowledge and Geographical Skills and Fieldwork:</b> Use globes to understand more about planet Earth</p> <p><b>Human and Physical Geography and Geographical Skills and Fieldwork:</b> Describe the season of autumn and winter and compare them</p> <p><b>Geographical Skills and Fieldwork:</b> Use pictures, videos and digital technology to explore the solar system and what other planets are like (google Earth, live satellite images etc.).</p>	<p><b>Place Knowledge and Geographical Skills and Fieldwork:</b> Use pictures, videos, observations of school grounds to observe the differences in the places animals live (including habitats not found in UK)</p> <p><b>Human and Physical Geography and Geographical Skills and Fieldwork:</b> Use pictures, videos, observations of school grounds to observe the differences in the places animals live</p> <p>Describe the season of autumn, winter, spring and compare them</p> <p><b>Geographical Skills and Fieldwork:</b> Take surveys/tally charts of the different animals found on the school grounds</p>	<p><b>Place Knowledge and Geographical Skills and Fieldwork:</b> Observe places of the school grounds where plants/fruits/vegetables can be grown</p> <p><b>Human and Physical Geography and Geographical Skills and Fieldwork:</b> Describe the season of autumn, winter, spring and compare them</p>	<p><b>Locational Knowledge and Geographical Skills and Fieldwork:</b> Look at maps of Kent and the local area showing Minster beach and the school</p> <p><b>Human and Physical Geography and Geographical Skills and Fieldwork:</b> Describe the season of autumn, winter, spring, summer and compare them</p> <p>Observe (through trip to the beach and pictures/videos) and explain the different features of a beach (sand, sea, cliffs etc.)</p> <p>Explain how we can take care of our beaches (e.g. picking up our rubbish before going home)</p> <p><b>Geographical Skills and Fieldwork:</b> Draw simple maps of the journey from school to Minster beach</p> <p>Tour my new classroom and playground and say what is similar and different.</p>
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<b>Vocabulary</b>	Geography	Location, live, community, my road, school, classroom, classroom pegs, classroom, playground, creative area, maths area, reading area, writing area, carpet, desk, lunch hall, office, road names. Sittingbourne, Iwade, Bobbing, England, The UK, Maidstone, seasons, autumn	Maps, globe, world, different, same/similar, live, seasons, autumn, winter	Maps, globes, Earth, space, planets, land, water, humans, survive, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Milkyway, solar system, telescope, rocket, rover, samples, scientists, technology, universe, seasons, autumn, winter	Habitat, animals, different, same/similar, woodlands, countryside, park, beach, home, pet, observation, survey/tally chart, murmuration, warmer, cooler, seasons, autumn, winter, spring	Plants, fruit, vegetables, weather, transport, lorries, van, car, aeroplanes, boat, seasons, autumn, winter, spring	seasons, autumn, winter, spring, summer, beach, Kent, coast, sand, pebbles, rocks, seaweed, cliffs, sea/ocean, shells, tide, beach huts, pathways, pier, lifeguard stations, flags, bins, toilets, shops, arcades, restaurants/food places, maps, journey
<b>Knowledge</b>	Science (White Rose)	<p><b>Me and My World</b> Know simple body parts Know some animals and where they live (farm animals)</p> <p><b>What's in my basket?</b> Know some fruits and vegetables Know about similarities and differences in relation to places, objects, materials and living things</p> <p><b>Senses</b> Know the senses of sight, touch, sound, smell and taste and identify which part of their body they use</p>	<p><b>Let's go outside</b> To know some naturally-occurring changes that happen at this time of year</p> <p><b>What's changed?</b> Knows about similarities and differences in relation to places, objects, materials and living things Know why things happen and how things work</p> <p><b>Changes in Winter</b> Know features of their own immediate environment and how environments might vary from one another Know why some things occur, and talks about changes</p>	<p><b>Night and day</b> Know what nocturnal means Name some nocturnal animals Know what you can see at night/during the day</p> <p><b>Pushes and pulls</b> Know when they push something, it moves away and when they pull something, it moves towards them.</p> <p><b>Let it flow</b> Know about the differences between materials and talk changes they notice Knows about similarities and differences in relation to places, objects, materials and living things</p>	<p><b>From desert to jungle</b> Know environments might vary from one another Know that some animals are suited to specific environments</p> <p><b>Watch it grow</b> Know seasonal changes that happen in spring Know what seeds, beans and vegetables need to grow</p> <p><b>Animal detectives</b> Know some environments that are different from the one in which they live. Know key features of different animals</p>	<p><b>From city to sea</b> Know what is the same and different about environments Know key features of different environment e.g. buildings, roads Know some animals that live underwater Know some key features of underwater habitats Begin to understand the effect their behaviour can have on the environment</p> <p><b>Look all around</b> Know similarities and differences between the changing seasons Know what changes in our environment during summer and how this might affect the clothes we wear</p> <p><b>Test it out</b> Name different materials (plastic, metal, cardboard and fabric) Know how different materials are suitable for a particular purpose</p>	<p><b>Happy and healthy</b> Know ways to stay happy and healthy (healthy eating and exercise) Know which professionals help keep us happy and healthy (e.g. doctor, dentist) Know the immediate effects of exercise</p> <p><b>Our wonderful world</b> Know what pollination is and how plants attract particular wildlife Know what recycling is and how objects can be recycled differently depending on what materials they are made from</p> <p><b>We're going on an animal hunt</b> Know features of minibeasts Know similarities and differences between minibeasts</p>



<p><b>Skills</b></p>	<p>Science (White Rose)</p>	<p><b>Me and My World</b> Make links between ideas Identify, sort and group</p> <p><b>What's in my basket?</b> Explore and test own ideas Children investigate and experience things</p> <p><b>Senses</b> Have a go Shows curiosity using their senses</p> <p><b>Scientist: Beatrix Potter</b></p>	<p><b>Let's go outside</b> To concentrate and keep on trying if encounter difficulties. Collect simple information and mark make.</p> <p><b>What's changed?</b> Children investigate and experience things. Talk about what they have done and found out.</p> <p><b>Changes in Winter</b> Children investigate and experience things Notices similarities, difference and changes</p> <p><b>Scientist: Mae Jemison</b></p>	<p><b>Night and day</b> Develop strategies for doing things. Ask questions to find out more</p> <p><b>Pushes and pulls</b> Develop strategies for doing things Explore and test their own ideas</p> <p><b>Let it flow</b> Children have and develop their own ideas Makes attempts to solve problems</p> <p><b>Scientist: Steven Hawking</b></p>	<p><b>From desert to jungle</b> Make links between ideas Identify, sort and group</p> <p><b>Watch it grow</b> Enjoy achievements Make observations using simple equipment</p> <p><b>Animal detectives</b> Make links between ideas Observe and suggest an answer to a question</p> <p><b>Scientist: Mary Anning</b></p>	<p><b>From city to sea</b> Ask 'how' and 'why' questions Make links between ideas</p> <p><b>Look all around</b> Children investigate and experience things Shows curiosity using their senses</p> <p><b>Test it out</b> Children have and develop their own ideas Makes attempts to solve problems</p> <p><b>Scientist: Jane Goodall</b></p>	<p><b>Happy and healthy</b> Children concentrate and keep on trying if they encounter difficulties Talk about what they have done and found out</p> <p><b>Our wonderful world</b> Enjoy achievements Ask questions to find out more</p> <p><b>We're going on an animal hunt</b> Develop strategies for doing things Record what they notice</p> <p><b>Scientist: Jacques Cousteau</b></p>
<p><b>Vocabulary</b></p>	<p>Science (White Rose)</p>	<p>animal farm horse head pig cow sheep body arms hands mouth teeth legs feet field sty barn</p> <p>fruit rough vegetable spiky size big little large small smooth colour seed heavy light smell eyes touch ears see hear taste nose skin mouth tongue hands face head feel sound sight</p>	<p>mud grass water ice tree leaf sticky rough smooth wet soft hard cold dry rainy cloudy sunny windy snowy weather autumn</p> <p>melt changed same different hard soft runny hot wet dry</p> <p>winter rainy cold sunny warm freeze frozen frosty melt snowy water leaves tree change hibernate hedgehog polar polar bear penguin fur</p>	<p>animal nocturnal owl badger fox hedgehog bat stars moon sun night light day shadow torch daylight asleep awake evening morning dark</p> <p>push pull surface rough smooth bumpy ramp roll high low down up start stop magnet attract repel stretch spin</p> <p>water wet dry flow float sink sand mud container pour fill large small tall full empty mix wide shallow deep heavy</p>	<p>warm hot sandy sunny dry wet rainy jungle desert tiger zebra giraffe monkey ostrich elephant lion snake camel frog lizard scorpion</p> <p>plant grow root soil stem beanstalk compost worm seed leaf caterpillar chrysalis butterfly petal f lower bean shoot wormery pot trowel water animal scales feathers wings sort head mouse beak frog fur feet legs snake bird pigeon magpie toad cat dog tail fox</p>	<p>sea ocean city same different road building car pollution animal seaweed sand water rock shell village coast plastic litter helpful harmful</p> <p>summer change same different tree plant leaf f lower grass building school road house weather sunny rainy cloudy windy animal warm cold</p> <p>test water build material object best worst fabric cardboard plastic sort metal hard soft wet heavy thick thin light dry waterproof</p>	<p>fruit vegetables food choice picnic doctor nurse exercise sometimes tired sport help well unwell feeling every day active body hot warm cool</p> <p>litter clean tidy sort mess recycle rubbish plastic plant flower garden bin paper cardboard metal bee minibeast butterfly wildlife</p> <p>legs wings head body eyes shell soft crawl slither f ly minibeast ant ladybird spider slug snail bee butterfly wasp woodlouse beetle</p>
<p><b>Knowledge</b></p>	<p>History <b>KNOWLEDGE</b></p>	<p>I know: Time passes and people grow older</p> <p>Know who is in their family/important to them</p> <p>Humans grow and develop</p> <p>Know what the seasons are – focus on Autumn</p> <p>Know that actions lead to outcomes (e.g., "I eat food → I grow")</p>	<p>I know: Past events are remembered and celebrated</p> <p>Celebrations are important events for families/communities</p> <p>Festivals and light bring people together</p> <p>Soldiers are remembered for their contributions celebrations may change but families continue traditions</p>	<p>I know: Humans have explored space</p> <p>Astronauts explore space</p> <p>Know that we can now get evidence from books, computers and other technology (links to telescope and space technology)</p> <p>Know what the seasons are – focus on winter</p> <p>Know that humans go to space to find out more about it</p>	<p>I know: Know animals grow and develop</p> <p>Animals have changed over time</p> <p>There are different creatures now than there were a long, long time ago</p> <p>Know that we can now get evidence from videos, books, computers and other technology (for animals that are extinct like dinosaurs we use fossils)</p>	<p>I know: Know about events in school that happen every year e.g. sports day</p> <p>Sports Day happens in the summer at the end of the school year.</p> <p>Know what the seasons are – focus on spring</p> <p>Some foods come from seeds and are planted and grow</p> <p>Know what happens to our body's when we exercise</p>	<p>I know: To know key events in the summer term e.g. School trip I meet my new teacher. Summer holidays</p> <p>Know what key events have happened over the year</p> <p>Know what the seasons are – focus on summer</p>

			<p>Celebrations/festivals repeat each year e.g. Remembrance Day, Christmas, Harvest</p> <p>Know what the seasons are – focus on Autumn/winter</p> <p>Events happen because of preparation/planning</p> <p>Light and fire bring warmth/celebration</p> <p>Soldiers fought, so we wear poppies</p>		<p>Know what the seasons are – focus on winter/spring</p>	<p>Know why the body needs healthy foods and exercise</p>	<p>Know that the weather changes and that they need to change clothes to protect themselves.</p> <p>Know they need to wear different clothes, wear suncream, hats and sunglasses etc. because it is hotter</p>
<b>Skills</b>	History	<p>I am learning to: Use terms like before, after, now; sequence familiar events</p> <p>Sequence stories</p> <p>Explain why family members/events are important</p> <p>Describe what has changed and what stayed the same</p> <p>Explain and compare seasonal changes</p> <p>Explain simple cause-effect using because/so</p>	<p>I am learning to: Begin to sequence familiar events and use time-related words Sequence past and present events</p> <p>Sequence stories/events e.g. Nativity</p> <p>Explain significance of festivals and celebrations</p> <p>Recognise importance of Remembrance Day</p> <p>Compare celebrations now vs past</p> <p>Identify similarities and differences in celebrations (e.g. use of light, music)</p> <p>Explain and compare seasonal changes</p> <p>Explain why celebrations happen</p> <p>Explain why light is important in festivals</p> <p>Explain why we remember events</p>	<p>I am learning to: Sequence simple space events (first man on the Moon, ISS)</p> <p>Use terms like before, after, now; sequence familiar events</p> <p>Sequence stories</p> <p>Explain why astronauts are significant</p> <p>Explain and compare seasonal changes</p> <p>Use books, pictures and technology (e.g. kindles and iPads) to find out information about a topic</p> <p>Explain why humans explore space</p>	<p>I am learning to: Sequence stories</p> <p>Sequence life cycles of animals</p> <p>Use everyday language to describe aging, changing or dying.</p> <p>Explain and compare seasonal changes</p> <p>Explain how animals change and grow</p> <p>Use books, pictures and technology (e.g. kindles and iPads) to find out information about a topic</p>	<p>I am learning to: Sequence stories</p> <p>Sequence life cycle of fruit/vegetables</p> <p>Talk about past and present events in their own lives and in lives of family members.</p> <p>Explain why sports day happens in the summer and why they need to prepare for it</p> <p>Explain and compare seasonal changes</p> <p>Explain how to care for seeds planted for food and how they change and grow</p> <p>Explain how our body changes as we exercise (sweat, heart beats faster)</p> <p>Use books, pictures and technology (e.g. kindles and iPads) to find out information about a topic</p> <p>Explain what happens if we do or do not eat healthy foods and exercise</p>	<p>I am learning to: Sequence stories and events</p> <p>Explain why key events have been important to the and who has been important to them.</p> <p>Explain and compare seasonal changes</p> <p>Explain why they need to look after their body when in the heat.</p> <p>Use books, pictures and technology (e.g. kindles and iPads) to find out information about a topic</p> <p>Explain why they need to look after their body when they spend time in the heat (drink plenty of water, use suncream, stay in the shade, wear a hat and sunglasses) and what happens if they don't.</p>
<b>Vocabulary</b>	History	Before, after, then, now change, old and new, because, so	Before, after, change, stay the same, similar, different, because, so, past		Long, long ago, old, before, now, then, after	Before, after, change, stay the same, similar, different, because, so	Change, stay the same, because, if, before, then, now, after, because, so
<b>Knowledge</b>	Computing (Purple Mash)	<b>Technology around us</b> To know the technology used in the home.	<b>Drawing Skills</b> To know the different features and controls to draw and paint on the computer	<b>Robots</b> To know what forwards, backwards and turn means To know why it is important instructions need to be clear	<b>Photography</b> To know how to take photos using different devices (camera, iPad, kindle etc)	<b>Hardware</b> To know how to care for and clean keyboards and touch screens	<b>Using an individual log in</b> To know what a login is To know why having a password is important

		To know the different technology that is used outdoors. To know what technology used in the wider world.		To know the program functions of floor robots		To be able to understand why food should be kept away from devices. To know safe ways to transport portable devices. To be able to identify electrical safety as important. To begin to understand what technology is.	To know why we save work on devices
<b>Skills</b>	Computing (Purple Mash)	<b>Technology around us</b> Talk about what technology is used at home Talk about what technology is used outdoors Talk about what technology is used in the world around me	<b>Drawing Skills</b> To select colours when painting on the computer Draw pictures on the computer to go with my work Use a computer to draw with different widths of pens Use different tools that I can draw with on the computer Use the undo button correctly To use the erase button Use a touchscreen device purposefully To draw on a computer using a mouse	<b>Robots</b> To be able to describe a route that is in progress. To be able to describe a route taken by another person while it is being enacted. To be able to follow a route taken by another person after it has been enacted. To plan routes for toy vehicles. To follow a plan for a toy vehicle. To use the buttons on a floor robot to make it move. (Beebots/Cubettos) To purposefully use the buttons on a floor robot to make it move one step at a time. To be able to input a program of 2 or 3 steps into a floor robot and then run the program to make it move. To be able to interpret simple instructions to predict the outcome. To be able to plan and input instructions for a floor robot one step at a time. To be able to plan and input instructions for a floor robot more than one step at a time	<b>Photography</b> To be able to look at photos and identify features. To be able to take photos using a device.	<b>Hardware</b> To be able to take appropriate actions before using technology. To be able to relate being gentle and sharing to the use of devices. Talk about the dangers of electric shock from plugs and wires	<b>Using an individual log in</b> To be able to get on the Purple Mash/Mini Mash login page at school To use login shortcuts To login in picture password To login in numbers To login in in words To save work in my own folder using Mini Mash/Purple Mash To find and complete 2Dos that my teacher has set for me
<b>Vocabulary</b>	Computing	Device, tablet, computer, technology, home, outside world Home: Microwave, oven, hob, music players, phones, TV Outside: traffic lights, cameras, torches, petrol pumps, binoculars, magnifying glasses	Paint draw controls computer device touchscreen erase button undo features controls	Robot plan instructions controls functions input forwards backwards turn program route	Photo camera picture device features mashcam	Technology clean gentle sharing device dangers electric shock plugs wires	Security, online safety, login, 2Do, save, folder, password

		Wider world: shopping till, calculator, phone, barcodes, QR codes, vehicles, spacecraft, doctor/hospital technology					
<b>Topic</b>	RWV  KAPOW linked topic	Let's say hello to Grace ✚ Hannah ☆  <u>What makes us special?</u> <u>Time to celebrate - Harvest</u>	Let's say hello to Samit ☸  <u>What are special times?</u> <u>Time to celebrate Hanukkah</u>	Let's say hello to Tom/Wilf  Let's say hello to Tanya 🌀	<u>Why are some places special?</u> <u>Easter</u> Let's say hello to Imram	Let's say hello to Arjan	Let's say hello to ... <u>What makes our world special?</u>
<b>Knowledge</b>	RWV	<p>To know that we belong to different groups and these groups might have signs/symbols to show they belong</p> <p>To know the symbols of Christianity- ✚ cross Judaism Y Star of David</p> <p>To recall/ retell 2 Bible stories : Jesus blessing the children, /The Lost Sheep</p> <p>To know that God is important to Christians and Jews</p> <p>To know that Christians and Jewish believe God made earth, sun and rain which makes food that is eaten</p> <p>To know that some people talk to God and this is called a prayer /pray</p> <p>To know the word celebration</p> <p>To learn harvest/sukkot is a celebration of the food made by God and is a way to say thank you to God</p> <p>To know that some people do not know about God or believe in God</p>	<p>To know times that are special.</p> <p>To know that Diwali is a festival by learning about the story of Rama and Sita.</p> <p>To know how some Hindu people celebrate Diwali.</p> <p>To know why many Christians celebrate Christmas by exploring the story of Jesus' birth.</p> <p>To know how some Christians celebrate Christmas</p> <p>To know how some Jewish people celebrate Hanukkah by learning about the story behind it.</p> <p>To know how Hindus say hello – Namaste</p> <p>To know the Hindu name for God - Brahman</p>	<p>To know some people do not believe in God introduce Tom a humanist and his symbol – but also talk about the fact that some people are not humanists they just don't believe in God</p> <p>To know the happy human symbol </p> <p>To know Buddha was a special man who showed kindness to all</p> <p>To know the symbol of Buddhism  dharmachakra</p> <p>To know the story of story of Siddharta and the swan from Buddhism and be able to recall parts of it using props or retell the story</p>	<p>To know that a holy place for Christians to pray is called a church</p> <p>To know that the word worship means any action pray, sing, that shows love for God</p> <p>To know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p> <p>To know the names of some features in a church eg font, pew, stained glass windows, organ,</p> <p>To know what happens when a baby is welcomed in Christianity – vicar/priest will make mark of cross on forehead using water. Older children/adults are dipped in water</p> <p>To recognise that everyone has places that are special to them</p> <p>To recognise special places in the local community.</p> <p>To know why some places are special to people in the community by going on a visit.</p> <p>To know why churches are special places to many Christian people.</p>	<p>To know the holy book for Sikhs is called Guru Granth Sahib but it is treated like a real person</p> <p>To know the word guru means teacher</p> <p>To know the Sikhi name for God is wahe guru</p> <p>To know Guru Nanak is important to Sikhs – to hear the story of Guru Nanak and the cobra</p> <p>To know how Sikhs say hello – Sat Sri Akaal</p> <p>To know the symbols of Sikhi  the khanda</p>	<p>To know stories from Christian, Muslim and Jewish faith Creation story Noah and the Ark , Seven Kittens,</p> <p>To know how to look after animals and plants</p> <p>To know how people look after the world</p> <p>To know Muslims, believe humans are stewards of the earth – Khalifa</p>

		To know how Jewish people say hello – Shalom			To know the Islamic symbol - crescent moon  To know why mosques are special places to many Muslim people. baptism wedding promises  To be know some symbols of Easter Sunday - cross, egg, hot cross bun, tomb and the signs that tell us Easter is coming. – lambs, flowers, blossom, chicks,  To know the Easter Sunday story from Easter Garden		
<b>Skills</b>	RWV	<ul style="list-style-type: none"> <li>Asking questions about things they see and experience</li> <li>Listening to and discussing some religious or belief stories.</li> <li>Talking about their beliefs and listening to others’ beliefs.</li> <li>Meeting and talking to people with different beliefs.</li> <li>Engaging in role play and drama based on simple stories.</li> <li>Sequencing and retelling events in simple stories.</li> <li>Noticing similarities and differences between their own and their peers’ beliefs.</li> <li>Talking about things which are of value or importance to them and others.</li> <li>Answering questions about their own beliefs and the people, places and objects they value.</li> <li>Using full sentences to answer open questions about their own beliefs and the people, places and objects they value</li> <li>Talking about their ideas and beliefs.</li> <li>Saying what is important to them and to others and why.</li> </ul>	<ul style="list-style-type: none"> 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		• Sharing their thoughts about what they learn.	• Sharing their thoughts about what they learn.	Sharing their thoughts about what they learn.	• Sharing their thoughts about what they learn.	Sharing their thoughts about what they learn.	Sharing their thoughts about what they learn.
<b>Vocabulary</b>	RWV	<ul style="list-style-type: none"> <li>Christian</li> <li>Special</li> <li>Belong</li> <li>God</li> <li>Jesus</li> <li>Harvest festival</li> <li>Celebration/celebrate</li> <li>Special friend (disciples)</li> <li>Sukkot (Jewish harvest)</li> <li>Jew</li> <li>Jewish</li> <li>Shalom</li> <li>pray</li> </ul>	Celebrate/celebration Festival Hindu, Diwali -Ram Sita, diva lamp Namaste  Christian <ul style="list-style-type: none"> <li>Special book = Bible,, angel, Mary, Joseph, God, manger, shepherds, star, Bethlehem, stable, inn, wise men, celebrate</li> </ul>	Buddhist mindful Chakra wheel  Humanist  Happy human Religion Worldview My thought	<ul style="list-style-type: none"> <li>Jesus Mary</li> <li>Easter garden</li> <li>New life, Easter, eggs, spring, grow, born</li> <li>Christian, church</li> <li>Christian cross, church</li> <li>pew, altar, organ, font</li> <li>palm cross</li> <li>Miracle</li> <li><b>Worship</b> means to love/adore something/someone in high regard</li> </ul> Star and crescent Islam Muslim	Sikhi as name for worldview Guru = teacher Guru Nanak Guru Granth Sahib	religion, religious, non-religious, believe Chrisitan, Muslim, care, earth  Star and crescent Islam Muslim Peace Assalaam alaikum

## Expressive Arts & Design

**Educational Programme:** The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

<b>Early Learning Goals</b>	<p>ELG: Creating with Materials Children at the expected level of development will: - 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> <p>ELG: Being Imaginative and Expressive Children at the expected level of development will: - 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>					
<b>Our approach</b>	<p>At Our settings, we teach Art, DT through the KAPOW scheme of learning to support progression cross the school. We use Charanga (Bobbing and Iwade) and Sing up (Grove Park) to teach Music. In Reception, we teach music each week. Each term we focus on either DT or Art or both. Though, all are readily available in our creative areas. Within our creative areas the children can develop their own ideas and skills further through their play. These areas are enhanced with different materials, tools and techniques each week to encourage the children to expand their skills whilst building upon what we have learnt.</p>					
<b>Key Learning Opportunities</b>	<ul style="list-style-type: none"> <li>• Role Play: Home corner</li> <li>• Daily routine songs and rhymes</li> <li>• Variety of art work linked to artists e.g. self portraits in the style of Frida Kahlo</li> <li>• Exploring body percussion</li> <li>• Exploring instruments</li> <li>• Access to explore a variety of media (playdough, clay, water colours, salt dough, finger paints, paints, chalk, crayons etc)</li> <li>• Opportunities to be expressive to an audience e.g Nativity</li> <li>• Designing and making food items e.g. gingerbread men, soup, fruit kebabs etc</li> <li>• Craft activities e.g. card making, sculptures etc</li> <li>• Junk modelling</li> <li>• Exploring music through topics</li> <li>• Sketching</li> </ul>					
<b>Knowledge</b>	<p>Art</p> <p><b>Drawing</b> Marvellous Marks To include the artist <b>Frieda Khalo</b> when looking at examples of portraits</p> <p><b>Know that</b></p> <ul style="list-style-type: none"> <li>• artists use a range of tools and materials to make marks and drawings.</li> <li>• drawings can include different types of lines, patterns and textures.</li> <li>• artists draw large and small shapes and that movements can be controlled to change the size and detail of drawings.</li> <li>• drawings can be made using a variety of materials such as pencils, crayons, charcoal, chalk and mixed media.</li> <li>• artists often look carefully at real objects or faces before they draw them.</li> </ul> <p><b>Meanings:</b> This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artwork</p> <p><b>Interpretation:</b></p>		<p><b>Painting and Mixed Media:</b> Paint my World <b>Megan Coyle</b></p> <p><b>Know that</b></p> <ul style="list-style-type: none"> <li>• Paint can be applied in different ways, including using brushes, tools or hands.</li> <li>• Colours can be mixed to create new colours and shades.</li> <li>• Paints can have different textures depending on what is added to them (e.g. sand, water, natural materials).</li> <li>• Natural materials such as leaves, twigs, or flowers can be used to make painting tools or mixed into paint.</li> <li>• Combining materials such as paint, paper and natural objects can create new effects and patterns.</li> </ul> <p><b>Meanings:</b> This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artwork</p> <p><b>Interpretation:</b> This aspect of the curriculum is child-led; encourage</p>	<p><b>and 3D</b> Creation Station <b>Julie Wilson</b></p> <p><b>Know that</b></p> <ul style="list-style-type: none"> <li>• Clay and playdough are soft materials that can be shaped, pressed, rolled, and moulded.</li> <li>• Artists and makers use tools to cut, press, and add texture to soft materials.</li> <li>• Natural and found materials (e.g. stones, sticks, shells) can be used to make 3D artworks.</li> <li>• Colour, shape, and texture are important features that artists think about when creating sculptures.</li> <li>• Artists often plan or design what they want to make before they begin.</li> <li>• Sculptors sometimes change their ideas as they work and solve problems along the way.</li> <li>• 3D artworks can be enhanced or finished by adding colour or other materials.</li> </ul> <p><b>Meanings:</b> This aspect of the curriculum is child-led; encourage discussion and</p>	<p><b>Drawing</b> Observational Drawing <b>Guiseeppe Arcimboldo</b></p> <p><b>Know that</b></p> <ul style="list-style-type: none"> <li>• Explore mark making using a range of drawing materials.</li> <li>• Investigate how to make large and small movements with control when drawing.</li> <li>• Practise looking carefully when drawing.</li> <li>• To use pencils to draw with a purpose</li> </ul> <p><b>Meanings:</b> This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artwork</p> <p><b>Interpretation:</b> This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</p> <p><b>Materials and Processes:</b></p>	

		<p>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</p> <p><b>Materials and Processes:</b> Artists use modelling materials like clay to recreate things from real life.</p> <ul style="list-style-type: none"> <li>● Artists choose colours to draw or paint with.</li> <li>● Artists draw many different things and use different tools to draw with.</li> <li>● Sometimes artists are inspired by the seasons.</li> <li>● Some art doesn't last long- it is temporary.</li> <li>● Sometimes artists cut and stick photos to make new images.</li> </ul> <p><b>What is art?</b> Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring</p>	<p>discussion and individual responses to their own and other artworks.</p> <p><b>Materials and Processes:</b> Artists use modelling materials like clay to recreate things from real life.</p> <ul style="list-style-type: none"> <li>● Artists choose colours to draw or paint with.</li> <li>● Artists draw many different things and use different tools to draw with.</li> <li>● Sometimes artists are inspired by the seasons.</li> <li>● Some art doesn't last long- it is temporary.</li> <li>● Sometimes artists cut and stick photos to make new images.</li> </ul> <p><b>What is art?</b> Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring</p>	<p>individual responses to their own and other artwork</p> <p><b>Interpretation:</b> This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</p> <p><b>Materials and Processes:</b> Artists use modelling materials like clay to recreate things from real life.</p> <ul style="list-style-type: none"> <li>● Artists choose colours to draw or paint with.</li> <li>● Artists draw many different things and use different tools to draw with.</li> <li>● Sometimes artists are inspired by the seasons.</li> <li>● Some art doesn't last long- it is temporary.</li> <li>● Sometimes artists cut and stick photos to make new images.</li> </ul> <p><b>What is art?</b> Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring</p>	<p>Artists use modelling materials like clay to recreate things from real life.</p> <ul style="list-style-type: none"> <li>● Artists choose colours to draw or paint with.</li> <li>● Artists draw many different things and use different tools to draw with.</li> <li>● Sometimes artists are inspired by the seasons.</li> <li>● Some art doesn't last long- it is temporary.</li> <li>● Sometimes artists cut and stick photos to make new images.</li> </ul> <p><b>What is art?</b> Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring</p>
<b>Skills</b>	Art	<p><b>Drawing</b> Marvellous Marks To include the artist <b>Frieda Khalo</b> when looking at examples of portraits</p> <p><b>How to:</b></p> <ul style="list-style-type: none"> <li>● mark making using a range of drawing materials.</li> <li>● make marks and patterns when drawing.</li> <li>● Identify similarities and difference between drawing tools.</li> <li>● make large and small movements with control when drawing.</li> <li>● look carefully when drawing (e.g. use mirrors for facial features).</li> <li>● Combine materials when drawing.</li> </ul>	<p><b>Painting and Mixed Media:</b> Paint my World <b>Megan Coyle</b></p> <p><b>How to:</b></p> <ul style="list-style-type: none"> <li>● Explore paint using hands as a tool.</li> <li>● Describe colours and textures as they paint.</li> <li>● Explore what happens when paint colours mix.</li> <li>● Make natural painting tools.</li> <li>● Investigate natural materials eg paint, water for painting.</li> <li>● Explore paint textures, for example mixing in other materials or adding water.</li> <li>● Respond to a range of stimuli when painting.</li> </ul>	<p><b>Sculpture and 3D</b> Creation Station <b>Julie Wilson</b></p> <p><b>How to:</b></p> <ul style="list-style-type: none"> <li>● Explore the properties of clay.</li> <li>● Use modelling tools to cut and shape soft materials e.g. playdough, clay.</li> <li>● Select and arrange natural materials to make 3D artworks.</li> <li>● Talk about colour, shape and texture and explain their choices.</li> <li>● Plan ideas for what they would like to make.</li> <li>● Problem-solve and try out solutions when using modelling materials.</li> </ul>	<p><b>Drawing</b> Observational Drawing <b>Giuseppe Arcimboldo</b></p> <p>Create a simple observational drawing and represent what they can see through their drawings</p> <p><b>So that they can:</b> Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.</p> <p>Talk about their artwork, stating what they feel they did well.</p>

		<p><b>So that they can:</b> Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)</p> <p>Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why</p>		<ul style="list-style-type: none"> <li>• Use paint to express ideas and feelings.</li> <li>• Explore colours, patterns and compositions when combining materials in collage.</li> </ul> <p><b>So that they can:</b> Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.</p> <p>Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why</p>	<ul style="list-style-type: none"> <li>• Develop 3D models by adding colour</li> </ul> <p><b>So that they can:</b> Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)</p> <p>Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why</p>	<p>Say if they like an artwork or not and begin to form opinions by explaining why</p>	
<b>Vocabulary</b>	ART	<p>Long, short, thick, thin, straight, wavy, curved, squiggly, line, mark, drawing, rubbing, texture, pattern, feeling, rough, smooth, bumpy, soft, ridged, hard, zig zag, circle, wax crayons, felt tips, chalk, mark making, medium, pencils, observe, observational drawing, mark making, pencils, self-portrait, face, eyes, ears, nose, hair, artist, colours, oil pastel, paint,</p>	<p>Silky, smooth, slippery, slimy, wet, glossy, glistening, shiny, sticky, squelchy, glide, wipe, dot, dab, red, green, yellow, blue, feathers, grass, flower buds, leaves, twigs, pine cones, sweep, swirl, happy, sad, excited, worried, sleepy, tempo, fast, slow, dynamic, loud, quiet, transient art, collage, fixed, not fixed, permanent, temporary, landscape, rip, tear, cut, stick, flick, splat, stroke, swish, splatter</p>	<p>Silky, smooth, slippery, slimy, wet, sticky, squelchy, push, pull, poke, twist, bend, stretch, roll, squash, pinch, squashy, soft, cut, chop, slice, leaves, twigs, petals, seed pods, bark, landscape, collage, 3D art, sculpture, clay, 3D, design, create, rolling, pinching, squashing, flattening, smoothing, joining, model, plan, reflect, evaluate</p>	<p>Pencils, drawing, observe, observational drawing, mark making, long, short, thick, thin, straight, wavy, curved, squiggly, line, circle</p>		
<b>Knowledge</b>	DT		<p><b>Cooking and Nutrition:</b> Soup</p> <ul style="list-style-type: none"> <li>• To know that soup is ingredients (usually vegetables and liquid) blended together.</li> </ul>	<p><b>Structures and Mechanisms</b> Junk Modelling (moving rocket)</p> <ul style="list-style-type: none"> <li>• To know there are a range to different materials that can be used to make a model and that they are all slightly different.</li> </ul>		<p><b>Structures and Mechanisms</b> Trap</p> <ul style="list-style-type: none"> <li>• To know there are a range to different materials that can be used to make a model and that they are all slightly different.</li> </ul>	<p><b>Structures and Mechanisms</b> Boats</p> <ul style="list-style-type: none"> <li>• To know that 'waterproof' materials are those which do not absorb water.</li> </ul>

			<ul style="list-style-type: none"> <li>To know that vegetables are grown.</li> <li>To know some common vegetables.</li> <li>To know that different vegetables taste different.</li> <li>To know that eating vegetables is good for us.</li> <li>To know why different packages might be used for different foods.</li> </ul>	<ul style="list-style-type: none"> <li>To know simple ways to fix their junk model.</li> </ul>		<ul style="list-style-type: none"> <li>To know there are different ways to join materials together</li> </ul>	<p>Additional:</p> <ul style="list-style-type: none"> <li>To know that some objects float and others sink.</li> <li>To know the different parts of a boat.</li> </ul>
<b>Skills</b>	DT		<p><b>Cooking and Nutrition:</b> Soup</p> <p>Design:</p> <ul style="list-style-type: none"> <li>Design a soup recipe as a class.</li> <li>Design soup packaging</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>Chop plasticine safely.</li> <li>Chop vegetables with support.</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>Taste the soup and giving opinions.</li> <li>Describe some of the following when tasting food: look, feel, smell and taste.</li> <li>Choose their favourite packaging design and explaining why.</li> </ul>	<p><b>Structures and Mechanisms</b> Junk Modelling (moving rocket)</p> <p>Design:</p> <ul style="list-style-type: none"> <li>Make verbal plans and material choices.</li> <li>Develop a junk model.</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>Improve fine motor/scissor skills with a variety of materials.</li> <li>Join materials in a variety of ways (temporary and permanent).</li> <li>Join different materials together.</li> <li>Describe their junk model, and how they intend to put it together.</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>Give a verbal evaluation of their own and others' junk models with adult support.</li> <li>Check to see if their model matches their plan.</li> <li>Considering what they would do differently if they were to do it again.</li> <li>Describing their favourite and least favourite part of their model.</li> </ul>		<p><b>Structures and Mechanisms</b> Trap</p> <p>Design:</p> <ul style="list-style-type: none"> <li>Make verbal plans and material choices</li> <li>Design a junk model trap.</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>Improve fine motor/scissor skills with a variety of materials.</li> <li>Join materials in a variety of ways (temporary and permanent).</li> <li>Join different materials together.</li> <li>Describe their junk model, and how they intend to put it together.</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>Give a verbal evaluation of their own and others' junk models with adult support.</li> <li>Test their design and reflecting on what could have been done differently.</li> <li>Investigate the how the shapes are joined affect how the trap works</li> </ul>	<p><b>Structures</b> Boats</p> <p>Design:</p> <ul style="list-style-type: none"> <li>Design a junk model boat.</li> <li>Use knowledge from exploration to inform design.</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>Make a boat that floats and is waterproof, considering material choices.</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>Make predictions about and evaluating different materials to see if they are waterproof.</li> <li>Make predictions about and evaluating existing boats to see which floats best.</li> <li>Test their design and reflecting on what could have been done differently.</li> <li>Investigate the how the shapes and structure of a boat affect the way it moves.</li> </ul>
<b>Vocabulary</b>	DT		<p>Seeds, roots, leaves, stem, plant, flower, bud, juicy, sweet, sour, dry, wet, bitter, chewy, watery, pumpkin, heavy, bumpy, rough, smooth, hard, spiky, bug, huge, orange, soft, seedy, squashy, stringy, wet, slimy, squelchy, hollow, carrot, sweetcorn, garlic, onion, potato, leek, spinach, peas, butternut squash, broccoli, safety, knife, blade, sharp, tool, edge, handle, chop, slice, cut, saucepan, blender, knife, chopping board, hob, boil, blend, mix, soup, creamy,</p>	<p>Join, stick, cut, bend, slot, smooth, bendy, bumpy, scissors, blades, handle, snip, cut, squeeze, thumb, fingers, elbow, bubble wrap, cooked pasta, tin foil, playdough, straws, lift, open measure, bigger, shorter, longer, taller, thicker, thinner, rough, paper clip, rubber band, bottle top, cork, plastic, glue stick, temporary, permanent, materials, push, pull, break, separate, fix, split pin</p>		<p>Join, stick, cut, bend, slot, smooth, bendy, bumpy, scissors, handle, snip, cut, fingers, elbow, tin foil, playdough, straws, lift, open, close, measure, bigger, shorter, longer, taller, thicker, thinner, rough, paper clip, rubber band, bottle top, cork, plastic, glue stick, temporary, permanent, materials, push, pull, break, separate, fix, trap, move, split pin</p>	<p>Waterproof, material, absorb, leak, wet, dry, prediction, variable, fair test, experiment, investigation, float, sink, boat, cruise ship, fishing boat, kayak, ocean liner, pirate ship, ship, watercraft, sail, anchor, hull, mast, rudder, helm, poop deck, deck, crow's nest, junk, reeds,</p>

			delicious, packaging, tin, carton, pouch, lidded cup, barcode, ingredients, cardboard, metal, plastic, recyclable, reusable			
<b>Skills and Knowledge</b>	Music Sing Up (Grove Park)	<p>I've got a grumpy face Focus: Timbre, beat, pitch contour. Objectives:</p> <ul style="list-style-type: none"> <li>• Make up new words and actions about different emotions and feelings.</li> <li>• Explore making sound with voices and percussion instruments to create different feelings and moods.</li> <li>• Sing with a sense of pitch, following the shape of the melody with voices.</li> <li>• Mark the beat of the song with actions.</li> </ul> <p>Sorcerer's Apprentice Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. Objectives:</p> <ul style="list-style-type: none"> <li>• Explore storytelling elements in the music and create a class story inspired by the piece.</li> <li>• Identify and describe contrasts in tempo and dynamics.</li> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</li> <li>• Respond to music in a range of ways e.g. movement, talking, writing.</li> </ul> <p>Witch Witch Focus: Call-and-response, pitch (la-so-mi-do), timbre. Objectives:</p> <ul style="list-style-type: none"> <li>• Make up a simple accompaniment using percussion instruments.</li> <li>• Use the voice to adopt different roles and characters.</li> <li>• Match the pitch of a four-note (la-so-mi-do) call-and-response song.</li> </ul> <p>Row row row your boat Focus: Beat, pitch (step/leap), timbre. Objectives:</p> <ul style="list-style-type: none"> <li>• Make up new lyrics and vocal sounds for different kinds of transport.</li> <li>• Sing a tune with 'stepping' and 'leaping' notes.</li> <li>• Play a steady beat on percussion instruments.</li> </ul> <p>Bird Spotting Focus: Active listening, beat, pitch (so-mi), vocal play. Objectives:</p> <ul style="list-style-type: none"> <li>• Explore the range and capabilities of voices through vocal play.</li> <li>• Develop a sense of beat by performing actions to music.</li> <li>• Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).</li> <li>• Enjoy moving freely and expressively to music.</li> </ul> <p>Shake my silles out Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat. Objectives:</p> <ul style="list-style-type: none"> <li>• Create a sound story using instruments to represent different animal sounds/movements.</li> <li>• Sing an action song with changes in speed.</li> <li>• Play along with percussion instruments.</li> <li>• Perform the story as a class.</li> <li>• Listen to music and show the beat with actions.</li> </ul> <p>Up and down Focus: Pitch contour rising and falling, classical music.</p>				

		<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make up new lyrics and accompanying actions.</li> <li>• Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</li> <li>• Use appropriate hand actions to mark a changing pitch.</li> </ul> <p>Five fine bumblebees ocus: Timbre, tempo, structure (call-and-response), active listening.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise a vocal/physical soundscape about minibeasts.</li> <li>• Sing in call-and-response and change voices to make a buzzing sound.</li> <li>• Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.</li> <li>• Listen to a piece of classical music and respond through dance.</li> </ul> <p>Down there under the sea Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop a song by composing new words and adding movements and props.</li> <li>• Sing a song using a call-and-response structure.</li> <li>• Play sea sound effects on percussion instruments.</li> <li>• With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).</li> <li>• Listen to a range of sea-related pieces of music and respond with movement.</li> </ul> <p>It's oh so quiet ocus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise music with different instruments, following a conductor.</li> <li>• Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.</li> <li>• Play different instruments with control.</li> <li>• Explore dynamics with voices and instruments.</li> <li>• Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.</li> </ul> <p>Slap clap clap Focus: Music in 3-time, beat, composing and playing.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a three-beat body percussion pattern and perform it to a steady beat.</li> <li>• Sing a melody in waltz time and perform the actions.</li> <li>• Transfer actions to sounds played on percussion instruments.</li> <li>• Listen actively to music in 3/4 time.</li> <li>• Find the beat and perform a clapping game with a partner.</li> </ul> <p>Bow bow bow Belinda Focus: Beat, active listening, instrumental accompaniment.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Invent and perform actions for new verses.</li> <li>• Sing a song while performing a sequence of dance steps.</li> <li>• Play a two-note accompaniment, playing the beat, on tun</li> </ul>						
	Music Charanga (Bobbing and Iwade)	<table border="1"> <tr> <td data-bbox="492 1738 890 1875">Me!</td> <td data-bbox="890 1738 1288 1875">My Stories</td> <td data-bbox="1288 1738 1685 1875">Everyone!</td> <td data-bbox="1685 1738 2083 1875">Our World</td> <td data-bbox="2083 1738 2481 1875">Big Bear Funk</td> <td data-bbox="2481 1738 2858 1875">Reflect, Rewind &amp; Replay</td> </tr> </table>	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind & Replay
Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind & Replay			



<p><b>Knowledge</b></p>	<p>Charanga (Bobbing and Iwade)</p>	<p>To know twenty nursery rhymes off by heart.          To know the stories of some of the nursery rhymes.          To know that we can move with the pulse of the music.          To know that the words of songs can tell stories and paint pictures.          To sing or rap nursery rhymes and simple songs from memory.          To know that songs have sections.          To know that a performance is sharing music.</p>
<p><b>Skills</b></p>	<p>Charanga (Bobbing and Iwade)</p>	<p>To learn that music can touch your feelings.          To enjoy moving to music by dancing, marching, being animals or Pop stars.          There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song: Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s. Activity C High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. Activity D Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.          To sing along with a pre-recorded song and add actions.          To sing along with the backing track          Perform any of the nursery rhymes by singing and adding actions or dance.          Perform any nursery rhymes or songs adding a simple instrumental part.          Record the performance to talk about.</p>