

# RECEPTION LTP



*The EYFS curriculum here at Benjamin Adlard Primary School, is based on the Statutory framework for the EYFS but adapted so that we can meet the needs of all children and continue to 'Make a Difference.'*

## Characteristics of Effective Learning

**Playing and exploring:** - 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

**Active learning:** - 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.

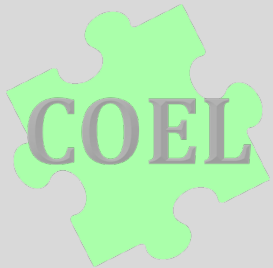
**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between other children, all staff and parents/carers. This promotes independence across the EYFS curriculum.

**Enabling environments:** 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.

**Learning and Development:** Children develop and learn at different rates. All children should be supported and challenged to make progress from their starting points regardless of SEND, EAL etc.



OVER  
ARCHING  
PRINCIPLES





# EYFS INTENT, IMPLEMENTATION AND IMPACT STATEMENT

The Statutory framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years.

## **Intent**

At Benjamin Adlard school, our school values are Aspiration, Independence and Resilience. These values shape what happens every day so that every child has a rich and rewarding experience that helps them grow into successful, lifelong learners.

Our intent is to work in partnership with parents and carers to encourage and support confident and independent learners with a 'can do' attitude.

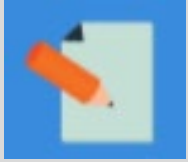
We want our children to thrive from their various starting points in a safe, welcoming environment. We recognise that all children are unique, celebrating and welcoming differences within our communities. Therefore, our curriculum is developed and adapted to meet and follow the interests and needs of our children. The curriculum is coherently planned, progressive and sequenced from the start of the nursery provision through to the Early Learning Goals. This ensures that children are well prepared for a smooth transition into year one and beyond. We believe our curriculum is ambitious and provides no limits or barriers to all children's achievements and is based on our school mission statement 'To make a difference.'

The EYFS setting is an enabling environment with clearly defined areas within the indoor and outdoor classrooms provision including our forest school classroom. These are resourced and organised to maximise engagement and independent access for all children. We ensure that our environment and curriculum is language rich and puts children speech, language and communication development at the heart teaching and learning.

We work collaboratively with the whole school community and therefore use the three school curriculum drivers to support the teaching and learning in the Early Years Foundation Stage.

**Language and Vocabulary** - We recognise that language development is a critical element of our curriculum, and it is essential for our children to have the opportunities to broaden and strengthen their language skills.

**Social Mobility** - We recognise the needs of our community and therefore ensure that our curriculum sets high standards, which support and embeds cultural capital across all areas of learning. This supports the gap between children from different socio-economic backgrounds.



**Mental health and Wellbeing** – We recognise that personal wellbeing is at the core of everything we do for our children, staff and community. We believe that every child is able to learn and reach their full potential when they have strong self esteem, high aspirations, resilience and emotional intelligence.

### **Implementation**

Our EYFS curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage and uses the Development Matters 2022. This ensures we deliver an ambitious, broad and balanced curriculum through the delivery of termly projects across the year that engage and motivate children’s learning. Effective interactions between staff, children and regular home/school communications ensures our curriculum has the flexibility to adapt to meet the needs of all our learners. We use online learning journeys (Tapestry) to celebrate and share achievements as well as children’s next steps in their learning.

The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of learning. These are:

- Personal, Social and emotional development.
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding of the world
- Expressive Arts and Design.

We recognise that activities should support the Characteristics of Effective Learning. These are:

- Playing and exploring – Children investigate and experience things. They ‘have a go’.
- Active Learning – Children focus on ‘Keep on trying’. And enjoy their environments.
- Creating and thinking critically – Children develop their own ideas, make links between ideas and develop strategies for doing things.

The EYFS team carefully plan a progressive curriculum that is ambitious and inspiring. Planned learning is through play opportunities and direct practical experiences, with a combination of adult -led, teacher taught sessions as well as a wealth of stimulating continuous provision. Ensuring opportunities to develop children’s learning through discovery, exploration,

curiosity and challenge. Adults scaffold learning through skilful interactions, shared attention and clear and considered responses to further support communication and language skills.

Our learning environments are high quality, vibrant, stimulating and exciting and relevant to meet the needs of our children. Indoor and outdoor learning is accessible all year round and designed to support independence and choice.

At Benjamin Adlard School, we follow the Little Wandle Letters and Sounds programme to teach phonics, children start this programme when they join school in Nursery. We ensure that daily, high quality, systematic, discrete phonics teaching is delivered consistently across our School. Although your child will be taught to read at school, you have a huge impact on their reading journey by continuing their practice at home.

The EYFS classes use floor books to provide a wonderful record of the learning that has taken place across each term. The books support pupils recall and retrieve previous learning through group activities with a high emphasis on communication and language.

We provided effective and focused interventions for those children who are finding some learning a challenge and may not be on track to meet national expectations by the end of the year. This is provided through inclusive and flexible approach depending on the needs of individual children. Support from home and outside agencies is also enlisted from the early stages to ensure that every child in our setting can and will achieve.

A range of formative and summative assessments are used to identify what the children know and understand and to precisely target their individual next steps in learning. The EYFS team collect evidence of children's learning through work completed in workbooks, learning journeys, informal observations, photos and videos, which are shared with parents via Tapestry. The termly judgments are moderated within school, with the EYFS Lead teacher and the senior leadership team. We work collaboratively with other trust schools to evaluate judgements made to ensure the school outcomes are secure and consistent with government guidelines.

The EYFS team work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which supports them in developing their own personalities in their journey to being life long learners.

### **Impact**

that all children make 'good progress' across all areas of the EYFS curriculum. Progress is evident in learning journals, books, Tapestry and data.




We measure the percentage of pupils achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed. This is tracked using 'Bromcom' (school's data system) to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, Pupil Premium or EAL children

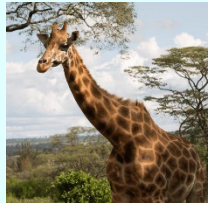
The impact of our curriculum is also measured by how effectively it helps our children develop into well rounded individuals who embody our school values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for our children to be 'Reception Ready' and 'Key Stage 1 Ready'.

At the end of EYFS our children;

- have improved communication skills, both written and verbal. Our children also listen respectfully and with tolerance to the views of others,
- take pride in all that they do, always striving to do their best,
- demonstrate emotional resilience and the ability to persevere when they encounter challenge,
- develop a sense of self-awareness and become confident in their own abilities,

are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Me and My Community	Exploring Autumn	Marvellous Machines	Puppets and Pop ups	Animal Safari	Creep, Crawl and Wiggle
 <p><b>BENJAMIN ADLARD VALUES AND CURRICULUM DRIVERS</b></p>	<p>At Benjamin Adlard school, our school values are Aspiration, Independence, and Resilience. These values shape what happens every day so that every child has a rich and rewarding experience that helps them grow into successful, lifelong learners. These three core values underpin all we do and are taught and celebrated throughout all of our learning projects and within the environment.</p>					
	<p>We work collaboratively with the whole school community and therefore use the three school curriculum drivers to support the teaching and learning in the Early Years Foundation Stage. These form the foundations of our curriculum and permeate all aspects of school:</p> <p><b>Language and Vocabulary</b> - We recognise that, nationally, there is evidence of a “vocabulary gap” between children on-entry to our school. To close this gap and to promote a love of reading and writing, language development is a critical element of our curriculum. We provide a word-rich environment, with a focus on key words in all subjects, so that children can develop their use of language and increase their vocabulary. Within our curriculum we have highlighted the language for learning that we aim to explicitly teach and for our children to begin to use. We also provide vocabulary which we will model within provision and immerse our children in a language rich environment.</p> <p><b>Social Mobility</b> - We recognise the needs of our community and therefore ensure that our curriculum sets high standards, which support and embeds cultural capital across all areas of learning. This supports the gap between children from different socio-economic backgrounds. We provide numerous opportunities for recall and revisit learning regularly to support children at all different stages of their early years journey here at Benjamin Adlard.</p> <p><b>Mental health and Wellbeing</b> – We recognise that personal wellbeing is at the core of everything we do for our children, staff and community. We believe that every child is able to learn and reach their full potential when they have strong self esteem, high aspirations, resilience and emotional intelligence. In the early years, we provide a safe environment for all children to explore their emotions and offer support to those who need help to manage themselves. We are always modelling ways that we can be resilient, offering opportunities for challenge and problem solving.</p>					

	<p>AUTUMN 1</p>  <p>Me and My Community</p>	<p>AUTUMN 2</p>  <p>Exploring Autumn Weather</p>	<p>SPRING 1</p>  <p>Marvellous Machines</p>	<p>SPRING 2</p>  <p>Puppets and Pop ups</p>	<p>SUMMER 1</p>  <p>Animal Safari</p>	<p>SUMMER 2</p>  <p>Creep, Crawl and Wiggle</p>
TOPIC DESCRIPTION	<p>This project supports children with setting into the new rules and routines of school and encourages them to make friends and feel confident in their class. It teaches children about being helpful, kind, and thoughtful at home and at school. This project also teaches children how they are unique and special. The importance of friendships and how people in their family, school and local community are important and can help them.</p>	<p>This project teaches children about the natural changes that happen during the season of autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for winter.</p>	<p>This interest-led project teaches children about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create marvellous machines.</p>	<p>This creative project explores puppets and pop-up books and gives children the opportunity to make puppets and use them to tell exciting stories.</p>	<p>This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.</p>	<p>This mini project teaches children about invertebrates that live in their gardens and local environment.</p>

<p><b>OTHER GENERAL THEMES</b></p> <p>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p>Starting school My new class New beginnings My family Making friends Colours Emotions Being unique and special People who help us</p>	<p>Diwali Remembrance Celebrations Nocturnal animals seasons Habitats Using our senses Bonfire safety – fire circle Preparing for Christmas</p>	<p>Valentine's day Chinese New Year Technology Building and exploring Using machines Old and new Changes- The past Rockets/space</p>	<p>Mother's day Easter Materials Toys and games Familiar stories Story telling Designing and creating own puppets</p>	<p>Animal names Animal babies Earth/world Weather/ climates Animals around the world</p>	<p>Father's day Planting and caring for plants/living things Life cycles Microhabitats Healthy choices</p>
<p><b>THEME LINKS TO READING SPINE BOOKS</b></p>	<p>The Gruffalo (a firm, familiar favourite)</p>	<p>Owl Babies (links to Bonfire night, nocturnal animals, people who work at night,)  Goodnight Moon (night time routines)</p>	<p>Whatever Next! (Recall Night time routines, Space travel/machines)  Mrs Armitage (marvellous machines)</p>	<p>On the Way Home (retell this story in their own way with puppets)</p>	<p>Handa's Surprise (animals, food/places from around the world, healthy eating)</p>	<p>Farmer Duck (Growing plants, healthy eating)</p>
<p><b>POSSIBLE TEXTS AND 'OLD FAVOURITES'</b></p>	<p>-Colour monster -Brown bear, brown bear what do you see? -starting school -Where's Spot? -Lost and Found -Sharing a shell</p>	<p>-Mad about animals -Owl babies -Rosie's walk -Stick man -Day monkey night monkey -The Christmas story -How to catch a star</p>	<p>-Whatever next -Zoom Rocket Zoom -The way back home -Mrs Armitage</p>	<p>-Little red riding hood -The three billy goats gruff -The gingerbread man -The three little pigs -The enormous turnip -Goldilocks and the three bears -The elves and the shoemaker -Hansel and Gretel</p>	<p>-Non-fiction life cycle and fact books -Monkey puzzle -Handa's surprise -Dear Zoo -Walking through the jungle</p>	<p>-The little red hen -Jack and the beanstalk -Supertato -Farmer duck -Tiny seed -Superworm -Olivers vegetables -The very hungry caterpillar-Mad about minibeasts -The bad-tempered ladybird -The very greedy bee -The very lazy ladybird -What the ladybird heard next</p>

<p>SONGS AND RHYMES</p>	<p>To know songs and rhymes such as: If you're happy and you know it Twinkle, twinkle little star Wind the bobbin up</p>	<p>To know songs and rhymes such as: Twinkle, twinkle little star Christmas pudding Christmas songs Head, shoulders, knees and toes Incy Wincy Spider</p>	<p>To know songs and rhymes such as: 5 little men in a flying saucer 5 little speckled frogs 5 little ducks 5 green bottles 5 little monkeys swinging in the tree 5 little monkeys jumping on the bed 1, 2, 3, 4, 5 fish</p>	<p>To know songs and rhymes such as:</p>	<p>To know songs and rhymes such as:</p>	<p>To know songs and rhymes such as: Old Mac Donald</p>
<p>ENRICHMENT ACTIVITIES / VISITS OUT/ VISITORS IN</p>	<p>People who help us- fire fighters visit Police Officer visit Walk around the local area</p>	<p>Nativity Bonfire safety Remembrance day Children in need Visit the post box and post letters</p>	<p>Dress in Red for Chinese New Year Dragon Dancing Book in artefact box- old technology Road Safety/ lollipop lady</p>	<p>Puppet theatre company visit</p>	<p>Visit the Zoo</p>	<p>Observing class caterpillars</p>
<p>PARENTAL INVOLVEMENT (CONTINUOUS OPPORTUNITIES AVAILABLE THROUGH TAPESTRY, READING ETC)</p>	<p>Parent Meeting a few weeks in  Tapestry meeting</p>	<p>Parents Evening  Nativity</p>	<p>Share Morning</p>	<p>Parents Evening</p>	<p>Share Morning</p>	<p>Parents Evening  Transition for new children and families</p>
<p>ASSESSMENT OPPORTUNITIES</p>	<p>Baseline assessment in all areas  National baseline data by end of term  Little Wandle Autumn 1 phonics assessment</p>	<p>End of Term 2 assessments in all areas  Pupil Progress Meeting  Little Wandle Autumn 2 phonics assessment</p>	<p>Little Wandle Autumn 3 phonics assessment</p>	<p>End of term 4 assessments in all areas  Pupil Progress Meeting  Little Wandle Autumn 4 phonics assessment</p>	<p>Little Wandle Autumn 5 phonics assessment</p>	<p>EYSP assessment to complete  Pupil Progress meeting  Little Wandle Autumn 6 phonics assessment  Share EOY data with Year One staff</p>

## Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Me and My Community	Exploring Autumn	Marvellous Machines	Puppets and Pop ups	Animal Safari	Creep, Crawl and Wiggle

<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily story time, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.</p>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-show an understanding of how to listen carefully and know why listening to others is important.</li> <li>-Listen to a daily song/rhyme.</li> <li>-Listen to others' contributions.</li> <li>-String words together (5/6 words) to talk about their favourite things eg colours, animals, toys, food etc</li> <li>-Talk about their families/pets.</li> <li>-Engage in non-fiction books about people who help us.</li> <li>-Develop social phrases and talk about routines of the day.</li> <li>-Participate in group discussions – sharing emotions, names, favourite things etc.</li> <li>-Learn new vocabulary and use it throughout the day.</li> <li>-Answer who questions.</li> <li>-Use talk to help work out problems</li> </ul>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-begin to retell a simple story following pictures.</li> <li>-To know about a range of story starters when retelling a story.</li> <li>-Begin to use the vocabulary of first, next, finally when retelling a story.</li> <li>-Listen and respond to stories to build familiarity and understanding.</li> <li>-Engage in non-fiction books about seasons and changes.</li> <li>-Listen to and learn from daily songs, rhymes and poems.</li> <li>- Copy adults modelling the correct use of tenses and conjunctions.</li> <li>-articulate ideas and thoughts about seasonal changes in well formed sentences.</li> <li>-Answer where and when questions.</li> <li>-Remember and Describe key events in some detail- Christmas, Bonfire Night, Remembrance</li> </ul>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-Begin to use the vocabulary of 'then' when retelling a story.</li> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. E.g. machines and technology.</li> <li>-Begin to use new vocabulary linked to machines e.g. material, man made etc.</li> <li>-Listen to and learn from daily songs, rhymes and poems.</li> <li>-Copy adults modelling the correct use of tenses and conjunctions.</li> <li>-Answer questions such as WHY, How do you know</li> <li>-Begin to ask their own questions to find out more.</li> <li>-connect their ideas using conjunction and.</li> <li>-use talk to solve problems with technology and explain how things work.</li> <li>-Use talk to explain how things work.</li> </ul>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-listen and talk about stories to build familiarity and understanding of traditional tales.</li> <li>-Begin to use the vocabulary of ' after that', 'suddenly' when retelling a story.</li> <li>-Retell a story in detail, remembering the key events and key phrases/speech.</li> <li>-Listen to rhymes and songs, paying attention to how they sound.</li> <li>-begin to use the correct tenses and conjunctions such as because, and, but</li> <li>-Ask own questions.</li> <li>-Use talk to explain how things work.</li> </ul>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-Use new vocabulary in different contexts</li> <li>-use talk to describe and articulate what they know about various animals.</li> <li>-Talk about things they notice using new vocabulary.</li> <li>-Articulate their ideas and thoughts in well-formed sentences.</li> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary relating to animal facts books and around the world books.</li> <li>-Listen to and learn from daily songs, rhymes and poems.</li> <li>-Ask own questions about animals and the places they live to check their understanding.</li> </ul>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. E.g. life cycles, habitats, growing, planting.</li> <li>-Listen to and learn from daily songs, rhymes and poems.</li> <li>-To talk about events using the correct tenses and conjunctions.</li> <li>-To ask own questions about where/how things grow.</li> <li>-Observe and talk about the changes in life cycles (caterpillars)</li> <li>-Use new vocabulary related to minibeasts, growing and habitats in a range of contexts.</li> </ul>
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# KEY KNOWLEDGE

**Chn will:**

- Know why listening is an important skill.
- Know how we can be a good listener.
- Know that a specific signal means they have to stop and listen.
- Know that some books tell us facts and we can use them to find information.
- Know that we have daily routines to keep us safe.
- Know how to participate in a group discussion.
- Know new vocabulary which describe how something may taste, smell and feel.
- Know how to answer a who question.

**Chn will:**

- Know some story starters
- Know how to retell a story using story starters.
- Know a bank of rhymes/songs off by heart.
- Know how to answer when and where questions.

**Chn will:**

- Know how to answer a why and how do you know question.
- Know how to ask a question.
- Know how to use extend a sentence.

**Chn will:**

- Know a bank of storytelling language.
- Know how to retell a story from beginning through to end.
- Know that some words are different in the past tense.
- Know how to use words in the past tense.
- Know how to use the words because, and, but to improve sentences.
- Know how to ask a question using question words.

**Chn will:**

- Know new words and their meanings linked to our topic
- Know how to ask questions to check their understanding

**Chn will:**

- Know new words and meanings and use them when talking.

## Personal, Social and Emotional Development

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, 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.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Me and My Community	Exploring Autumn	Marvellous Machines	Puppets and Pop ups	Animal Safari	Creep, Crawl and Wiggle
<b>Managing Self Self - Regulation Building Relationships (We provide ongoing opportunities for Children to develop their personal, social and emotional skills throughout the year through circle times, social stories, diversity stories, floor books and SULP- social understanding of language program- sessions.)</b>	<b>To be able to:</b> -Talk about what is important to them, celebrating themselves as an individual. - Watch, listen and copy when adults model how to form good relationships, sharing, turn taking, showing kindness, supporting others- circle times to discuss these. -Discuss emotions including happy, sad, nervous/worried, angry and calm. (use the colour monster story for visual representations and recall). -Begin to talk about and recognise what makes us feel this way. -Recognise and begin to manage good hygiene routines- hand washing independently. -Begin to Build up independence skills dressing for PE. -Understand the classroom expectations	<b>To be able to:</b> -Continue to watch, listen and copy when adults model how to form good relationships, sharing, turn taking, showing kindness, supporting others. -Begin to express and talk about how they feel -Independently wash hands and manage self-care needs. -Continue to build up independence when dressing for PE. -Understand the classroom expectations and begin to have an awareness of the wider school. -Begin to have an awareness of how others may be feeling. -discuss a good daily and bedtime/ sleep routine linked to seasonal changes.	<b>To be able to:</b> -Talk about how they celebrated Christmas, noticing differences/similarities between themselves and others. -Identify their own feelings and begin to use strategies for managing different emotions. -Talk about why we take turns, wait politely and tidy up etc and continue to build positive relationships with others. -Discuss how to be healthy including which foods are healthy and why- link to New Years resolutions. -Independently Follow the values around school and in the wider grounds. -to know and talk about how to be a safe pedestrian- link to road safety/ cars and machines. -begin to understand the importance of regular exercise.	<b>To be able to:</b> -think about the perspective of others and begin to support friends with tasks and challenges, offering their help. -Discuss others' emotions and feelings from their perspectives. -Continue to manage their own needs. -Follow the values around school and in the wider grounds. -build constructive and respectful relationships. -Independently share with others, taking turns with resources and showing kindness.	<b>To be able to:</b> -Independently support other children. -Work together, communicating effectively to achieve a goal. -Explain how they thought about a problem or an emotion and how they dealt with it. -continue to express their feelings and consider others. - Use strategies for staying calm and show resilience in the face of a challenge. -Follow the values around school and in the wider grounds.	<b>To be able to:</b> -Independently support other children. -Work together, communicating effectively to achieve a goal. -Discuss healthy eating habits linked to growing healthy foods. -discuss food hygiene -Independently select healthy food for the hungry caterpillar. -Follow the values around school and in the wider grounds. -continue to how perseverance in the face of a challenge-linked to transition.

	and begin to follow daily routines. -Begin to build positive and respectful relationships with new classmates.					
SUB THEMES	Families and relationships	Citizenship and Safety	Health	Understanding differences	Feelings	Wellbeing
Key Knowledge	<p><b>Chn will know:</b> Know that all families are valuable and special.</p> <p>Know that we share toys so that everyone feels involved and no one feels left out or upset.</p> <p>Know that we have rules to keep everything fair, safe and enjoyable for everyone.</p> <p>Know that we all have different beliefs and celebrate special times in different ways.</p> <p><b>Key vocabulary</b> Family, mum, dad, brother sister, Parent, Grandparent, Cousin, Aunt, Uncle, Friendship, Togetherness, Teamwork, Support, Neighbour, Belonging</p>	<p><b>Chn will know:</b> Know that some rules are in place to keep us safe in the community.</p> <p>Know how to behave safely on the pavement and when crossing roads with an adult.</p> <p>Know we have and follow routines especially at bedtime.</p> <p><b>Key vocabulary</b> Community, Helper, Respect, Protect, Stranger, routine, safe</p>	<p><b>Chn will know:</b> Know that exercise means moving our body and is important.</p> <p>Know and name some things that can help our health and wellbeing (sensible amounts of screen time, having a good sleep routine, being a safe pedestrian)</p> <p><b>Key vocabulary</b> Wellness, Nutrition, Fresh, Active, Stretch, Exercise, Hygiene, Relax, Balance, Strength, Pedestrian, healthy</p>	<p><b>Chn will know:</b> Know that it is important to help, listen and support others when working as a team.</p> <p>Know that it is important to tell the truth.</p> <p><b>Key vocabulary</b> Different, similar, honesty, Variety, Inclusion, Culture, Language, Belief, Fairness, Diversity, Heritage, Equality</p>	<p><b>Chn will know:</b> Know and describe some different feelings and emotions.</p> <p>Know that facial expressions can give us clues as to how a person is feeling.</p> <p><b>Key vocabulary</b> Joy, Frustration, Worry, Nervous, Brave, Calmness, Excitement, Disappointment, Care, Peaceful, Cheerful, Proud</p>	<p><b>Chn will know:</b> Know that they can learn from my mistakes.</p> <p>Know that taking a break can calm me down</p> <p><b>Key vocabulary</b> Energy, Focus, Strong, Mood, Balance, Breathe, Self-care, Restful, Resilience, Positivity, Mindful, mistake</p>

## Physical Development

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** 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 **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. 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 **proficiency, control and confidence**.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Me and My Community	Exploring Autumn	Marvellous Machines	Puppets and Pop ups	Animal Safari	Creep, Crawl and Wiggle
PHYSICAL DEVELOPMENT FINE MOTOR DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-Develop small motor skills to use a range of tools competently and confidently including <ul style="list-style-type: none"> <li>• tools with playdough activities</li> <li>• building things with smaller linking blocks, such as duplo or lego.</li> </ul> </li> <li>-Show a preference for a dominant hand.</li> <li>-use a tripod grip when using tools.</li> <li>-Use chalk and tools such as a wax crayons to mark make.</li> <li>-practise using a knife and fork independently.</li> <li>-practice snipping skills.</li> <li>-Form letters correctly during daily handwriting sessions.</li> </ul>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-Develop small motor skills to use a range of tools competently and confidently including <ul style="list-style-type: none"> <li>• tools with playdough activities</li> <li>• using tweezers, threading and pegs.</li> </ul> </li> <li>-Show a dominant hand.</li> <li>-use a tripod grip when using tools.</li> <li>-Use chalk, paintbrush and water, finger in substances etc to form letters correctly.</li> <li>-practice snipping skills.</li> <li>-practise using a knife and fork independently.</li> </ul>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-Develop small motor skills to use a range of tools competently and confidently including <ul style="list-style-type: none"> <li>• tools with playdough activities</li> <li>• using tweezers, threading and pegs.</li> </ul> </li> <li>-use a tripod grip when using tools.</li> <li>-practice cutting straight lines.</li> <li>-practise using a knife and fork independently.</li> </ul>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-Develop small motor skills to use a range of tools competently and confidently including <ul style="list-style-type: none"> <li>• tools with playdough activities</li> <li>• using tweezers, threading and pegs.</li> </ul> </li> <li>-Form letters correctly during daily handwriting sessions.</li> <li>-use a tripod grip when using tools.</li> <li>-practice cutting wavy lines.</li> <li>-practise using a knife and fork independently.</li> </ul>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-Develop small motor skills to use a range of tools competently, safely and confidently including <ul style="list-style-type: none"> <li>• tools with playdough activities e.g., knife and fork</li> <li>• using tweezers, threading and pegs.</li> <li>• Cutlery</li> <li>• Scissors</li> <li>• Paintbrush</li> </ul> </li> <li>-Demonstrate the foundations of an efficient and accurate handwriting style.</li> </ul>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-Develop small motor skills to use a range of tools competently, safely and confidently including <ul style="list-style-type: none"> <li>• tools with playdough activities e.g., knife and fork</li> <li>• using tweezers, threading and pegs.</li> <li>• Cutlery</li> <li>• Scissors</li> <li>• Paintbrush</li> <li>• Spray bottle to water plants.</li> <li>• Using knives to chop food for a salad.</li> </ul> </li> <li>-Demonstrate the foundations of an efficient and accurate handwriting style.</li> </ul>

<p style="text-align: center;"><b>KEY KNOWLEDGE</b></p>	<p><b>Chn will know:</b> Know which hand they use to hold a pencil/mark making tool.</p> <p>Know to securely hold a pencil.</p> <p>Know to safely use a knife and fork.</p> <p>Know where to start when writing/ forming letters</p>	<p><b>Chn will know:</b> Know which hand they use to hold a pencil/mark making tool.</p> <p>Know how to securely hold a pencil.</p> <p>Know to safely use and carry scissors.</p>	<p><b>Chn will know:</b> Know how to form some letters correctly.</p> <p>Know to use a variety of different mark making tools.</p>	<p><b>Chn will know:</b> Know how to form most letters correctly.</p> <p>Know how to manipulate materials and scissors to cut wavy lines.</p>	<p><b>Chn will know:</b> Know how to write most letters and sounds correctly and independently.</p>	<p><b>Chn will know:</b> Know how to write most letters and sounds correctly and independently.</p>
<p style="text-align: center;"><b>GROSS MOTOR</b></p>	<p><b>Introduction to PE</b> <b>To be able to:</b> -move around safely in a space. -follow instructions and stop safely. -develop running and jumping skills. -develop throwing catching and rolling skills. -control when using equipment. -follow a path and take turns</p>	<p><b>Fundamentals</b> <b>To be able to:</b> <b>Running:</b> explore running and stopping. Explore changing direction safely. <b>Balancing:</b> explore balancing whilst stationary and on the move. <b>Jumping:</b> begin to explore take off and landing safely. <b>Hopping:</b> explore hopping on both feet. <b>Skipping:</b> explore skipping as a travelling action.</p>	<p><b>Dance:</b> <b>To be able to:</b> <b>Actions:</b> explore how my body moves. Copy basic body actions and rhythms. <b>Dynamics:</b> explore actions in response to music and an idea. <b>Space:</b> begin to explore pathways and the space around me and in relation to others. <b>Performance:</b> perform short phrases of movement in front of others.</p>	<p><b>Games</b> <b>Sending &amp; receiving:</b> explore sending and receiving with hands and feet using a variety of equipment. <b>Dribbling:</b> explore dropping and catching with two hands and moving a ball with their feet. <b>Space:</b> recognise their own space. <b>Attacking &amp; defending:</b> explore changing direction and tagging games.</p>	<p><b>Gymnastics:</b> <b>Shapes:</b> show contrast with my body including wide/narrow, straight/curved. <b>Balances:</b> explore shapes in stillness using different parts of my body. <b>Rolls:</b> explore rocking and rolling. <b>Jumps:</b> explore jumping safely.</p>	<p><b>Ball skills</b> <b>To be able to:</b> <b>Sending:</b> explore sending an object with hands and feet. <b>Catching:</b> explore catching to self and with a partner. <b>Tracking:</b> explore stopping a ball with hands and feet. <b>Dribbling:</b> explore dropping and catching with two hands and moving a ball with feet.</p>

# KEY KNOWLEDGE

**Chn will:**

Know to safely use large equipment/apparatus.

Know how to ride/ pedal a variety of 2 wheeled bikes/scooters.

Know that they can move their body at different levels and speeds.

Know that they can move different parts of their body independently or together.

Know how to move in a variety of ways.

**Key vocabulary**

Safety, speed, climb, grip, control, pedal, steer, push, direction, twist, bend, crouch, crawl

**Chn will:**

Know that I use big steps to run and small steps to stop.

Know that moving into space away from others keeps me and others safe.

Know that holding my arms out and tightening my body helps me balance.

Know that bending my knees before and after jumping helps me to land safely.

Know that I can hop then step to help me skip smoothly.

**Key vocabulary**

Direction, fast, quickly, rules, safely, slowly, stretch

**Chn will:**

Know that I can move my body in different ways to create interesting actions.

Know that I can change how I move to show an idea or feeling.

Know that moving into space helps to keep me and others safe.

Know that when I watch others, I sit quietly and clap at the end to show respect.

Know that using lots of space and different directions makes my dance look interesting.

**Key vocabulary**

High, low, counts, performance, expression, action

**Chn will:**

Know to look at the target when sending a ball and watch the ball carefully when receiving it.

Know that keeping the ball close helps me stay in control.

Know that finding space gives me room to play safely.

Know that there are different roles in games, like trying to score or stop someone scoring.

Know that following rules helps everyone play fairly and safely.

**Key vocabulary**

Aim, bounce, dribble, pass, points, score, team, win, lose

**Chn will:**

Know the differences between wide, narrow, straight and curved shapes.

Know that I need to stay still and hold my body strong when balancing.

Know that I can change my body shape to help me roll smoothly.

Know that if I hold a shape and count to five, others can see it clearly.

**Key vocabulary**

Copy, hold, rock, squeeze, star, straight, through sequence

**Chn will:**

Know to look at the target before sending the ball to make it more accurate.

Know how to hold my hands out and watch the ball as it comes towards me.

Know to watch the ball carefully and scoop it with two hands to stop it.

**Key vocabulary**

Bounce, dribbling, hit, partner, ready, target

## Literacy

It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. 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 **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Me and My Community	Exploring Autumn	Marvellous Machines	Puppets and Pop ups	Animal Safari	Creep, Crawl and Wiggle
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING <u>WORD</u> <u>READING</u>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-Understand the five key concepts about print: print has meaning, it can have different purposes, we read left to right, top to bottom, name the different parts of a book e.g., front cover, pages, back cover.</li> <li>-Listen/ join in with a daily song/rhyme to introduce language around story structures and engage in extended conversations about them.</li> <li>-Listen and copy when adults model questioning using who.</li> <li>-Frequently re-read the same book to build fluency linked to phonics ability (Little Wandle).</li> <li>-Use props for nursery rhymes/songs and corresponding print. Read individual letters by saying the sound for them-</li> <li>-Little Wandle Phonics: Phase 2 GPCs- s a t p l n m d g o c k c k e u r h b f l</li> <li>Begin to blend sounds into words.</li> </ul>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-Use a range of story starters when retelling a story.</li> <li>-Use story baskets in the reading areas to engage in role play using story vocabulary.</li> <li>-Listen and copy when adults model questioning around stories/rhymes.</li> <li>-Take home a reading book for pleasure for an adult to read and share at home.</li> <li>-Frequently re-read the same book to build fluency linked to phonics ability (Little Wandle).</li> <li>-Little Wandle Phonics: Read individual letters by saying the sound for them- Phase 2 GPCs- ff ll ss j v w x y z zz qu ch sh th ng nk</li> <li>Words with s at the end e.g., hats/ sits</li> <li>Words ending with s (z) e.g., his/ bags</li> <li>Begin to blend sounds into words.</li> <li>Read some words</li> <li>Tricky words- as and has his her go no to into she he of we me be</li> </ul>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. E.g., space books, machines</li> <li>-Take home a reading book for pleasure for an adult to read and share at home.</li> <li>-Frequently re-read the same book to build fluency linked to phonics ability (Little Wandle).</li> <li>Read individual letters by saying the sound for them-</li> <li>-Little Wandle Phonics: Phase 3 GPCs- ai, ee, igh, oa, oo/oo ar or ur ow oi ear air er</li> <li>Words with double letters</li> <li>Longer words</li> <li>Begin to blend sounds into words.</li> <li>Read some words</li> <li>Tricky words- was you they my by all are sure pure</li> <li>-Read simple phrases and sentences</li> </ul>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-Retell a story in detail, remembering the key events and key phrases/speech.</li> <li>-Frequently re-read the same book to build fluency linked to phonics ability (Little Wandle).</li> <li>-Take home a reading book for pleasure for an adult to read and share at home.</li> <li>-Little Wandle Phonics: Phase 3 GPCs- Review all phase 3 Longer words including those with double letters</li> <li>Words with s (z) in the middle</li> <li>Words with es (z) at the end</li> <li>Words with s (s and z) at the end</li> <li>Tricky words-</li> <li>Review all taught so far</li> <li>-Read simple phrases and sentences</li> </ul>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-Frequently re-read the same book to build fluency linked to phonics ability (Little Wandle).</li> <li>-Retell stories using narrative vocabulary (eg through role play, small world engagement, creative stimulus and use of costumes/props)</li> <li>-Take home a reading book for pleasure for an adult to read and share at home.</li> <li>-Orally/ write a review on their chosen books to entice other children to take it home.</li> <li>-Little Wandle Phonics: Phase 4- CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>Longer words and compound words</li> <li>Words ending in suffixes ing ed (t) ed (id/ed) est</li> <li>Tricky Words- said so have like some come love do were here little says there when what one out today</li> <li>-Read simple phrases and sentences</li> </ul>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-Frequently re-read the same book to build fluency linked to phonics ability (Little Wandle).</li> <li>-Retell stories using narrative vocabulary (eg through role play, small world engagement, creative stimulus and use of costumes/props)</li> <li>-Take home a reading book for pleasure for an adult to read and share at home.</li> <li>-Orally/ write a review on their chosen books to entice other children to take it home.</li> <li>-Little Wandle Phonics: Phase 4- CVCC CCVC CCVCC CCV CCVCC</li> <li>Longer words and compound words</li> <li>Words ending in suffixes ing ed (t) ed (id/ed/d) est er</li> <li>Tricky Words- Review all taught so far</li> <li>-Read simple phrases and sentences</li> </ul>

	<p>Read some words: Tricky words- is l the</p>					
<p>KEY WORD READING KNOWLEDGE BY END OF EACH TERM</p>	<p><b>Chn will:</b>          -Know the names for different parts of a book.          -Know how to carefully handle books.          -Know how to individual letters by saying the sound for them:          Phase 2 GPCs- s a t p l n m d g o c k ck e u r h b f l          -Know some words: Tricky words- is l the          -how to blend some sounds into words.          -Know straplines associated with Little Wandle</p>	<p><b>Chn will:</b>          -know how to use props to retell a familiar story          - Know how to read individual letters by saying the sound for them-          Phase 2 GPCs- ff ll ss j v w x y z zz qu ch sh th ng nk          Words with s at the end e.g., hats/ sits          Words ending with s (z) e.g., his/ bags          -Know how to read some words          -Know tricky words: as and has his her go no to into she he of we me be</p>	<p><b>Chn will:</b>          -Know that some books tell us facts and provide information          - Know and read individual letters by saying the sound for them:          Phase 3 GPCs- ai, ee, igh, oa, oo/oo ar or ur ow oi ear air er          -Know how to read words with double letters and Longer words          - Know tricky words- was you they my by all are sure pure</p>	<p><b>Chn will:</b>          -Know how to add detail when retelling a story          - Know most of/ all Phase 3 GPCs-Longer words including those with double letters          Words with s (z) in the middle          -Know words with es (z) at the end          -Know words with s (s and z) at the end          -Know how to apply their reading/ phonic skills in order to read captions and sentences.</p>	<p><b>Chn will:</b>          Know Phase 4- CVCC CCVC CCVCC CCCVC CCCVCC          Longer words and compound words          Words ending in suffixes ing ed (t) ed (id/ed) est          -Know tricky Words- said so have like some come love do were here little says there when what one out today</p>	<p><b>Chn will:</b>          Know Phase 4- CVCC CCVC CCVCC CCV CCVCC          Longer words and compound words          Words ending in suffixes ing ed (t) ed (id/ed/d) est er          - Know all Tricky Words- taught so far          -Know how to read longer sentences</p>

## Understanding the World

Understanding the world involves guiding children to **make sense of their physical world and their community**. 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.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Me and My Community	Exploring Autumn	Marvellous Machines	Puppets and Pop ups	Animal Safari	Creep, Crawl and Wiggle
UNDERSTANDING THE WORLD (HISTORY)	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-Talk about how they have celebrated their birthday in the past.</li> <li>- Name and describe people who are familiar to them:</li> <li>- Talk about members of their immediate family and community e.g. share pictures of their family (Tapestry).</li> <li>- To have an awareness that not all families are the same.</li> </ul>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-Talk about a character from the past, comparing, and contrasting with other characters e.g.</li> <li>• Guy Fawkes</li> <li>• Remembrance Day</li> </ul>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-Talk about a character from the past, comparing, and contrasting with other characters e.g.</li> <li>• Neil Armstrong</li> <li>• Important Inventors</li> </ul> <p>-Comment on images from the past of similar inventions/ machines</p>			<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>-Discuss a familiar situation from the past by commenting on images e.g.</li> <li>• farming in the past – how have the machines changed</li> </ul> <p>-recall things from their past- things from the year (floor book)</p>
KEY KNOWLEDGE	<p><b>Chn will:</b></p> <p>Know that 'past' means something has already happened and finished.</p> <p>Know and describe people in the community that help us.</p> <p>Know the names for people in their family.</p> <p><b>Key Vocabulary:</b></p>	<p><b>Chn will:</b></p> <p>Know that 'past' means something has already happened and finished.</p> <p>Know who Guy Fawkes was.</p> <p>Know Kings and Queens ruled in the country in the past.</p> <p>Know what bonfire night is.</p>	<p><b>Chn will:</b></p> <p>Know that things from the past have changed/improved.</p> <p>Know that some machines have changed over time.</p> <p>Know some things were invented in the past (Spaceships)</p>			

	<p>Same, different, community, teacher, nurse, doctor, firefighter, police officer, friend, aunty, uncle, cousin</p>	<p>Know how people celebrate bonfire night.</p> <p>Know why and who we remember on Remembrance Day.</p> <p><b>Key Vocabulary:</b> Celebrate, Guy Fawkes, sparklers, bonfire night, king, plot, Houses of Parliament, fireworks, explosion, barrels, medal, flag, wreath, proud, hero, parade, silence, respect, veteran, helmet, poppy, war, remember, past</p>	<p>Know who Neil Armstrong is and what his job is.</p> <p>Know that spaceships are used to travel to the moon.</p> <p>Know machines and inventions change how people live and what they can do.</p> <p><b>Key Vocabulary:</b> Spaceship, rocket, job, travel, astronaut, pilot, crew, scientist, moon, , space suit, helmet, flag, footprint, crater, fly, walk, explore, discover, wheel, machine, engine, change, handle, screen, inventor, invent, faster</p>			
<p>HISTORICAL SKILLS</p>	<ul style="list-style-type: none"> <li>-I can remember and talk about significant events in my own experiences.</li> <li>-I can sequence photographs from different parts of my life.</li> <li>-I can match objects to people of different ages.</li> <li>-I can talk about some of the things I have observed.</li> <li>-I can question why things happen and give explanations.</li> <li>- I begin to develop an understanding of why things happened in the past.</li> <li>- I can recognise the difference between past and present in my own lives.</li> </ul>	<ul style="list-style-type: none"> <li>-I know some key information about the past through settings, characters and events encountered in books.</li> <li>-I can question why things happen and give explanations.</li> <li>- I begin to develop an understanding of why things happened in the past.</li> </ul>	<ul style="list-style-type: none"> <li>-I know some key information about the past through settings, characters and events encountered in books.</li> <li>-I can question why things happen and give explanations.</li> <li>- I begin to develop an understanding of why things happened in the past.</li> </ul>			

# UNDERSTANDING THE WORLD (GEOGRAPHY)

# KEY KNOWLEDGE

<ul style="list-style-type: none"> <li>-I can identify and describe similarities and differences between myself and others.</li> <li>-I know some similarities and differences between things in the past and now.</li> <li>-I can talk about events in my own experiences that are important to me.</li> <li>-I can describe an event or family member from my past that is important to remember.</li> </ul>					
<ul style="list-style-type: none"> <li>- Describe what they see, hear and feel outside.</li> <li>-draw information from a simple map of local area.</li> </ul>			<ul style="list-style-type: none"> <li>-Complete an easter egg hunt, following a simple map of the base.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise some similarities and differences between life in this country and life in others- warm climate/ cold climate</li> </ul>	<ul style="list-style-type: none"> <li>Following various maps to find minibeasts, describing them and creating their own.</li> </ul>
<p><b>Chn will:</b></p> <ul style="list-style-type: none"> <li>-Know that I live in Gainsborough.</li> <li>-Know that I live in England</li> <li>-Know that our school is in Gainsborough.</li> <li>-Know the names of some of the key features of the school grounds e.g. playground, forest school, Sandsfield Lane.</li> <li>- Know that Gainsborough is part of a larger world.</li> <li>-know what a map is.</li> </ul>			<p><b>Chn will:</b></p> <ul style="list-style-type: none"> <li>-Know how to use the directions forwards, backwards, left and right on a map.</li> </ul> <p><b>Key vocabulary</b> Direction, Position, Near, Far, Place, Map, Location. Forwards, Backwards, Left, Right</p>	<p><b>Chn will:</b></p> <ul style="list-style-type: none"> <li>-Know that the Safari is different to Gainsborough.</li> <li>-Know that different animals live in the Safari compared to Gainsborough.</li> <li>-Know the weather is different in the Safari compared to Gainsborough.</li> <li>- Know that not all places are the same as Gainsborough.</li> </ul> <p><b>Key vocabulary</b></p>	<p><b>Chn will:</b></p> <ul style="list-style-type: none"> <li>-Know the names of some of the key features of the Roots</li> </ul> <p><b>Key vocabulary</b> Forest School, Outdoor classroom, pollytunnles, firepit</p>

# GEOGRAPHICAL SKILLS AND FIELDWORK

<p><b>Key vocabulary</b> Neighbourhood, Home, England, Street, Park, School, Street, Friend, Family, Community, Helper, Safety, Playground, Forest School, Library, Office, MUGA, Classroom, Hall, Natural and Man made</p>				<p>Safari, Savannah, Grassland, Weather, Hot, Rain, Dry, Wind, Drought</p>	
<p>-Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. - Find out about the environment by talking to people, examining photographs, simple maps and visiting local places - Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places. -Arouse awareness of features of the environments in the setting and immediate local area. - Look at signs and symbols on different types of maps for example in school, and the local community. - Use a simple map with symbols to spot features in the school grounds or in the local community. - Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps.</p>			<p>-Follow simple directions.</p>	<p>-Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. - Use a range of sources such as photographs and simple maps. -Arouse awareness of features of the environments in the setting and immediate local area. - Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps</p>	

# UNDERSTANDING THE WORLD (SCIENCE)

# KEY KNOWLEDGE

<p>-Describe what they can see, hear, touch, and feel whilst outside by e.g., using the season exploration tuff spot/table.</p>	<p>-Observe and explore the natural world. To describe and comment on things seen whilst outside, including plants and animals.</p> <p>-Explore the natural world through observing and interacting with the natural process of ice melting and casting a shadow.</p>	<p>-Talk about an environment different from the one they live in e.g., the moon.</p> <p>-Explore the natural world around them.</p> <p>-Describe what they see, hear, touch and feel e.g., Shadows and light travelling</p> <p>-Explore the natural world around them by exploring shadows and light, magnets.</p>	<p>-Talk about the changes of the season on the world around them e.g., Spring – observing the change of season on the environment. New plants growing, babies, warmer.</p> <p>--Name and describe some plants whilst outside by observing the changes to the plants in the outdoor area.</p> <p>-Describe what they can see, hear, touch, and feel whilst outside.</p>	<p>-Recognise and talk about some environments that are different to the one in which they live:</p>	<p>-To explore the natural world through e.g.</p> <ul style="list-style-type: none"> <li>observing caterpillars changing into butterflies.</li> <li>searching for minibeasts in own environment.</li> </ul> <p>-Name and describe some plants outside.</p> <p>-Explore the natural world through growing and caring for their own plants.</p> <p>-Talk about the changes of season on the world around them –weather, clothing, how to be safe in the sun etc</p>
<p><b>Chn will:</b></p> <p>-Know how to explore using their senses in many ways.</p> <p><b>Key vocabulary</b></p> <p>Senses, touch, smell, hear, taste, look, see, listen, feel, roll, drop, turn, spin, slow, fast, faster, further, furthest, bounce, voices, traffic, sirens, volume, crackle, hum, buzz, roar</p> <p>Look closely, watch, touch, feel, smell, listen, same, different, question, answer</p>	<p><b>Chn will:</b></p> <p>-Know the name of different types of weather. (raining, sunny, icy, snowy, cloudy)</p> <p>-Know the weather changes throughout the year.</p> <p>-Know that some animals hibernate during colder weather.</p> <p>-Know that many animals are born when the weather becomes warmer.</p> <p>-Know the weather is warm, ice melts.</p> <p>-Know when the weather is freezing, water turns to ice.</p> <p>-Know and describe what they can hear and see</p>	<p><b>Chn will:</b></p> <p>-Know that you cannot live on the moon and sun and give a reason.</p> <p>-Know how to identify a magnet.</p> <p>-Know that some materials stick to magnets and some do not.</p> <p>-Know that when the sun shines, people and objects create shadows.</p> <p><b>Key vocabulary</b></p> <p>Air, boiling, space, atmosphere, magnet, magnetic, stick, metal, push, pull</p> <p>Look closely, watch, touch, feel, same,</p>	<p><b>Chn will:</b></p> <p>-Know the names of some animal offspring (lambs, chicks)</p> <p>-Know and describe plants and animals they can see, hear and feel whilst outside.</p> <p><b>Key vocabulary</b></p> <p>Lamb, chick, calf, puppy, kitten, foal, duckling, piglet, cub, butterfly, bee, squirrel, spider, ant, frog, tree, bush, herb, weed, grass</p> <p>Look closely, watch, same, different, question, answer</p>	<p><b>Chn will:</b></p> <p>-Know the name of some animals that live in the Safari.</p> <p><b>Key vocabulary</b></p> <p>Lion, elephant, Zebra, cheetah, rhino, hippo, monkey, safari, savannah, grassland</p> <p>Look closely, watch, touch, feel, same, different, question, answer</p>	<p><b>Chn will:</b></p> <p>-Know the names of the key parts of a butterflies life cycle.</p> <p>-Know the name of some minibeasts.</p> <p>-Know where minibeasts can be found.</p> <p><b>Key vocabulary</b></p> <p>Egg, caterpillar, cocoon, butterfly, ant, spider, worm, beetle, snail, garden, rocks, logs, soil, leaf pile, ponds, shells, pebbles, stones</p> <p>Look closely, watch, touch, feel, listen, same, different, question, answer</p>

# WORKING SCIENTIFICALLY

	<p>when observing the weather.</p> <p>-Know that when the sun shines, people and objects create shadows.</p> <p><b>Key vocabulary</b>  Rainy, sunny, cloudy, snowy, weather icy, frosty, season, spring, summer, autumn, winter, hibernate, sleep, winter, bear, hedgehog, squirrel, turtle, baby animals, chick, lamb, puppy, kitten, birth, warm, melt, ice, freezing, frozen, icicle, soggy, change back, apply heat, thunder, lightening, shine, shadow, block, puddles, shower, rainbow, shady, clouds, torch, light source, shadow</p> <p>Look closely, watch, touch, feel, listen, same, different, question, answer</p>	different, question, answer			
<p>-While playing and exploring, the children demonstrate their curiosity.</p> <p>-With support, the children think of ideas for answering their questions.</p> <p>-With support, explore the natural and made world using their senses.</p> <p>-While playing and exploring, the children select and use resources for a particular task.</p> <p>With support, the children talk about what they have observed.</p> <p>-With support, the children demonstrate and</p>	<p>- With support, the children think of ideas for answering their questions.</p> <p>-With support, explore the natural and made world using their senses.</p> <p>- With support, the children think of ideas for answering their questions.</p> <p>- Make comparisons between objects</p> <p>-While playing and exploring, the children select and use resources for a particular task.</p> <p>-With support, the children talk about what they have observed.</p>	<p>-While playing and exploring, the children demonstrate their curiosity.</p> <p>-While playing and exploring, the children begin to ask 'I wonder ...' questions.</p> <p>-With support, explore the natural and made world using their senses.</p> <p>-With support, the children think of ideas for answering their questions.</p> <p>With support, explore the natural and made world using their senses.</p> <p>-Make comparisons between objects.</p> <p>While playing and exploring, the children</p>	<p>-While playing and exploring, the children begin to ask 'I wonder ...' questions.</p> <p>-With support, explore the natural and made world using their senses.</p> <p>-With support, the children sort and group object.</p>	<p>-While playing and exploring, the children begin to ask 'I wonder ...' questions.</p> <p>-With support, explore the natural and made world using their senses.</p>	<p>-While playing and exploring, the children demonstrate their curiosity.</p> <p>-While playing and exploring, the children begin to ask 'I wonder ...' questions.</p> <p>-With support, the children think of ideas for answering their questions</p> <p>-With support, explore the natural and made world using their senses.</p> <p>-With support, the children use magnifying glasses or tablets with magnifiers to make observations.</p>

# UNDERSTANDING THE WORLD (RE)

<p>talk about what they have done and noticed.</p>	<p>-With support, the children demonstrate and talk about what they have done and noticed. -With support, the children notice how they made a difference to an outcome</p>	<p>select and use resources for a particular task. With support, the children sort and group object. With support, the children talk about what they have observed. -With support, they use sorting rings and boxes. With support, the children demonstrate and talk about what they have done and noticed.</p>			<p>-With support, the children sort and group object. -With support, the children demonstrate and talk about what they have done and noticed. -With support, the children notice how they made a difference to an outcome</p>
<p><b>God</b></p> <p>Why is the word God so important to Christians?</p> <p>-Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>-Understand that some places are special to members of their community.</p> <p>-Recognise some similarities and differences between life in this country and life in other countries.</p> <p>-Explore the natural world around them.</p> <p>Describe what they see, hear and feel while outside.</p>	<p><b>Christianity – Incarnation</b></p> <p>Why do Christians perform nativity plays at Christmas?</p> <p>-Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>-Understand that some places are special to members of their community.</p> <p>-Recognise some similarities and differences between life in this country and life in other countries.</p> <p>-Explore the natural world around them.</p> <p>Describe what they see, hear and feel while outside.</p>	<p><b>Being special</b></p> <p>Where do we belong?</p> <p>-Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>-Understand that some places are special to members of their community.</p> <p>-Recognise some similarities and differences between life in this country and life in other countries.</p> <p>-Explore the natural world around them.</p> <p>Describe what they see, hear and feel while outside.</p>	<p><b>Christianity - Salvation</b></p> <p>Why do Christians put a cross in an Easter Garden?</p> <p>-Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>-Understand that some places are special to members of their community.</p> <p>-Recognise some similarities and differences between life in this country and life in other countries.</p> <p>-Explore the natural world around them.</p> <p>Describe what they see, hear and feel while outside.</p>	<p><b>Special places</b></p> <p>Which places are special and why?</p> <p>-Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>-Understand that some places are special to members of their community.</p> <p>-Recognise some similarities and differences between life in this country and life in other countries.</p> <p>-Explore the natural world around them.</p> <p>Describe what they see, hear and feel while outside.</p>	<p><b>Special objects</b></p> <p>Which objects are special and why?</p> <p>-Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>-Understand that some places are special to members of their community.</p> <p>-Recognise some similarities and differences between life in this country and life in other countries.</p> <p>-Explore the natural world around them.</p> <p>-Describe what they see, hear and feel while outside ways</p>

# KEY KNOWLEDGE

<p><b>Chn will:</b> -Know that some people believe in God.</p> <p>-Know there are different religions that children and adults follow.</p> <p>-Know that there are some stories about different religious events/celebrations.</p> <p><b>Key vocabulary</b></p> <p>Precious, Believe, People, World, Place, Group, Symbol, God, Religion, Bible, Pray, Faith, Adam, Eve, Creation, Pearl</p>	<p><b>Chn will:</b> -Know the key events from the nativity story.</p> <p>-Know Jesus is the son of God.</p> <p>-Know that Jesus was two or three when the wise men arrived.</p> <p>-Know why people perform nativity plays and where the first ones came from.</p> <p>-Know Jesus welcomes everyone even the little children.</p> <p><b>Key vocabulary</b></p> <p>Story, Incarnation, Group, Shepherds, Jesus, Angel, Star, Mary, Joseph, Magi, Manger</p>	<p><b>Chn will:</b> -Know why they value the things that are special to them.</p> <p>-Know the key religious symbols for Christians, Muslims and Hindus.</p> <p>-Know why many Christians believe that children are special to God.</p> <p>-Know about the story of Jesus and the children.</p> <p>-know about the welcoming ceremonies that many Muslims and Christians have for a new baby.</p> <p><b>Key vocabulary</b></p> <p>Welcome, Love, Special, Belong, Group, Tradition Jesus, Baptism, Raksha Badhan, Rakhi, Mosque, Church</p>	<p><b>Chn will:</b> -Know Christians remember Jesus' last week at Easter.</p> <p>-Know Jesus' name means 'He saves'.</p> <p>-Know Christians believe Jesus came to show God's love.</p> <p>-Know Christians try to show love to others.</p> <p><b>Key vocabulary</b></p> <p>Meaning, Salvation, Palm, Good Friday, Jesus, God, Donkey, Disciples, Hosanna, Cross, King, Jerusalem, Bible, Mary</p>	<p><b>Chn will:</b> -Know special places for Muslims and Christians.</p> <p>-Know about places that are holy and important for many Christians and Muslims.</p> <p><b>Key vocabulary</b></p> <p>Place, Building, Peace, Respect, Bible, Church, Mosque, Imam, Qur'an, Vicar, Holy, Pilgrimage, God, Jesus</p>	<p><b>Chn will:</b> -Know what makes an object and a place special.</p> <p>-Know that people from different religions have different special objects.</p> <p>-Know what sacred and holy means.</p> <p>-Know the difference between what is special and sacred.</p> <p><b>Key vocabulary</b></p> <p>Story, Character, Event, Text, Believer, Holy, Special, Bible, Jews, Torah, Qur'an, God, Jesus. Sacred</p>
<p><b>UNDERSTANDING THE WORLD (COMPUTING)</b></p>	<p>-understand how to be safe when using technology. -Use age-appropriate software to create images and record sounds and videos.</p>	<p>- understand how to be safe when using technology. -begin to input simple instructions to technological toys, including floor robots and onscreen sprites. -Children will talk about things that people do on digital devices, such as playing games, communicating with others and watching online videos.  -begin to explore to create simple programmes.</p>	<p>- understand how to be safe when using technology. -have an awareness that digital technology is used in the home and at school for communication.</p>	<p>-understand how to be safe when using technology.  -use technology to share work and ideas.</p>	

# KEY KNOWLEDGE

				-begin to use a keyboard as part of role play to identify letters.
<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>-Know different types of computer hardware.</li> <li>-Know everyday uses of technology.</li> <li>-Know how to take a simple video or photograph.</li> <li>-Know how to identify simple examples of personal information (e.g. name, birthday, address)</li> <li>-Know who to share personal information with.</li> <li>-Know examples of how I might use technology to communicate with people I know e.g. phone, email.</li> <li>-know that I can say 'no' or 'please stop' if someone online or offline makes me feel sad, upset and embarrassed.</li> <li>-Know that the work I create belongs to me.</li> <li>-Know I can name my work so others know it belongs to me.</li> </ul> <p><b>Key vocabulary</b></p> <p>Ipad, tablet, interactive whiteboard, feelings</p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>-Know different types of computer hardware.</li> <li>-Know everyday uses of technology.</li> <li>-Know different ways that I can put things on the internet</li> <li>-Know that a Beebot is a robot.</li> <li>-Know that arrows show directions.</li> <li>-Know left and right.</li> <li>-Know how to follow a route.</li> <li>-Know how to program a Beebot with a given algorithm.</li> <li>-Know how to give instructions.</li> <li>-Know how to debug instructions.</li> <li>-Know how to make predictions.</li> </ul> <p><b>Key Vocabulary</b></p> <p>Laptop, Mouse, USB stick, System, Fan, Hard Drive, Monitor, Computer tower,</p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>-Know how to take a simple video or photograph.</li> <li>-Know ways that people can be unkind online e.g. saying unkind words, mean texts, mean images, leaving somebody out of an online game, mean videos, being nasty on an online game.</li> <li>-Know how being unkind online can make people feel.</li> </ul> <p><b>Key Vocabulary</b></p> <p>Capture, image, Album, Gallery, feelings, safe, online</p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>-Know how to sort objects into groups.</li> <li>-Know different ways things can be sorted.</li> <li>-Know how to answer yes and no questions.</li> <li>-Know how data can match a simple pictogram.</li> <li>- Know we can find information on the internet.</li> <li>-Know which devices will allow us to go on the internet.</li> </ul> <p><b>Key Vocabulary</b></p> <p>Sort/ sorting, Organise,, Count/ counting, More, Less, Taller, Smaller, Data, Popular, Most, Least, Call, Calculator, Scanner, Till</p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>-Know that a computer has different parts.</li> <li>-Know different uses of a computer.</li> <li>-Know what logging in and logging out means.</li> <li>-Know the importance of passwords.</li> <li>-Know how to move a trackpad/mouse</li> <li>-Know how to click a mouse.</li> <li>-Know how to drag objects moving a mouse.</li> <li>- Know that rules keep us safe and healthy in and beyond the home when using technology.</li> <li>-Know some examples of rules to keep us safe.</li> </ul> <p><b>Key vocabulary</b></p> <p>Computer, Monitor, Keyboard, Mouse, Cursor, Log in, Log out, Cursor,</p>

		Speakers, Walkie-talkies, Tablet/iPad, Beebot, Robot, Digital camera, Digital clock, Remote control, Electric toothbrush, Forwards, Backwards, Left, Right, Rotate, Direction, Instruction,			
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## Expressive Arts and Design

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.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Me and My Community	Exploring Autumn	Marvellous Machines	Puppets and Pop ups	Animal Safari	Creep, Crawl and Wiggle
Expressive Arts and Design (Music)	<b>To be able to:</b> -listen carefully to a piece of music and say how it makes me feel.	<b>To be able to:</b> -listen carefully to a piece of music and say how it makes me feel.	<b>To be able to:</b> -take part in performances on my own or with others.	<b>To be able to:</b> -tap rhythms to words and repeat rhythm patterns.	<b>To be able to:</b> -sing songs from memory on my own or with others.	<b>To be able to:</b> -choose percussion instruments to create sounds that match ideas, characters or moods.
Key knowledge	-share my ideas about music with others.	-share my ideas about music with others.	-move, clap or play in time with the beat.	-use rhythm patterns to help me join in with music.	-follow the melody and match the pitch when someone else sings.	-use percussion to compose a piece of music.

<p><b>Expressive Arts and Design (Design and technology)</b></p>	<p><b>Children will know:</b></p> <p>-a piece of music is something I can listen to and think about.</p> <p>-music can make me feel different things and help me share ideas.</p> <p><b>Key vocabulary</b> piece, feeling, sound, music</p>	<p><b>Children will know:</b></p> <p>-a piece of music is something I can listen to and think about.</p> <p>-music can make me feel different things and help me share ideas.</p> <p><b>Key vocabulary</b> piece, feeling, sound, music</p>	<p><b>Children will know:</b></p> <p>-know I perform when I sing or play music for others.</p> <p>-know music has a steady beat I can follow with my body or an instrument.</p> <p><b>Key vocabulary</b> piece, sound, music, perform, beat</p>	<p><b>Children will know:</b></p> <p>-a rhythm can match the pattern of words.</p> <p>-music can have repeating patterns.</p> <p><b>Key vocabulary</b> song, music, pattern, rhythm, feeling, perform</p>	<p><b>Children will know</b></p> <p>-a song has words and a tune.</p> <p>-the tune is called the melody.</p> <p>-pitch tells me how high or low a note is.</p> <p><b>Key vocabulary</b> song, music, pattern, melody, pitch</p>	<p><b>Children will know:</b></p> <p>-percussion instruments are ones I hit, shake or scrape.</p> <p>-I can choose sounds to match ideas, characters or moods.</p> <p><b>Key vocabulary</b> percussion, choose, pattern, music, feeling</p>
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<p><b>Key knowledge</b></p>			<p><b>Junk modelling/Structures/Mechanisms Plan</b></p> <ul style="list-style-type: none"> <li>- Explore different moving objects and describe their movement.</li> <li>- Draw simple plans, including moving parts with some labels.</li> <li>-Make designs using simple plans which include moving parts.</li> <li>-Describing their junk model, and how they intend to put it together.</li> </ul>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>-Discussing what a good design needs.</li> <li>-Designing a simple pattern with paper.</li> <li>-Designing a puppet.</li> <li>-Choosing from available material</li> <li>Developing fine motor/cutting skills with scissors.</li> </ul>		<p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>-Design a recipe as a class.</li> <li>-Design fruit salad packaging, labelling fruit using potentially plausible attempts.</li> <li>-Chop plasticine safely with adaptive safety knives.</li> <li>-Chop fruit with support with adaptive safety knives.</li> <li>-Taste the fruit salad and giving opinions e.g. I like.... I don't like...</li> </ul>
<p><b>Expressive Arts and Design (Art)</b></p>			<p><b>Do</b></p> <ul style="list-style-type: none"> <li>- Developing a junk model.</li> <li>-Begin to make stable structures using a range of materials.</li> <li>- Improving fine motor/scissor skills with a variety of materials.</li> <li>- Joining materials in a variety of ways (temporary and permanent).</li> <li>- Joining different materials together.</li> </ul> <p><b>Review/Evaluate</b></p> <ul style="list-style-type: none"> <li>-Discuss what they have made and which parts move.</li> <li>-Checking to see if their model matches their plan.</li> <li>-Giving a verbal evaluation of their own and others' junk models with adult support.</li> <li>-Describing their favourite and least favourite part of their model</li> <li>-Considering what they would do differently if they were to do it again.</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring fine motor/threading and weaving (under, over technique) with a variety of materials.</li> <li>-Using a prepared needle and wool to practise threading.</li> <li>-Reflect on a finished product and compare their design to others.</li> </ul>		

- Making simple suggestions to fix their junk mode

- Identify parts that are not moving and begin to recognise why

**Chn will know:**

- there are a range to different materials that can be used to make a model and that they are all slightly different.
- how to make simple suggestions to fix their junk model.
- the word stable means the product won't fall apart.
- we can try ideas and change them to make junk models stronger.
- joining parts differently can help things move.
- testing and changing ideas can make moving things work better.

**Chn will know:**

- that a design is a way of planning our idea before we start.
- that threading is putting one material through an object.
- joining materials in different ways can help them stay together.

**Key vocabulary**

Thread, Weave, Pattern, Sew, Needle, Safety, Fabric

**Chn will know:**

- that fruit salad is made up of ingredients
- that fruit are grown.
- recognise and name some common fruits
- those different fruits taste different.
- that eating fruit is good for us.
- how to chop a large fruit using a safety knife.

**Key vocabulary**  
 Cut, Stick, Bend, Slot, Scissors,  
 Materials, Fix, Stable, join

- we can choose food to make soup for someone. Know we can change our ideas to make the soup taste nicer for them.

**Key vocabulary**  
 Fruit, Vegetables, Safety, Knife, Blade, Tool, Edge, Handle, Chop, Slice, Cut, Saucepan, Blender, Chopping board, Hob, Boil

**Drawing**

- Explore and refine artistic effects and skills to express own ideas and feelings.
- Explore mark making using a range of tools such as a glue stick, chalk, pencils, felt tips, wax crayons.
- Combine materials when drawing.
- pattern, zig zag, lines, outlines, portrait, observation
- To look at Matisse artwork and discuss what they like about it.
- Create collaboratively, sharing ideas, resources and skills

**Painting**

- Name and explore colours through eg going on a colour hunt, naming the colours, exploring mixing the primary colours.
- Express feelings and ideas when painting to music.
- work collaboratively, sharing ideas to create own inventions.
- To look at Megan Coyle artwork and discuss what they like about it.
- Use tools such as a glue stick, chalk, pencils, felt tips, wax crayons, paint

**Sculpture and 3D**

- Explore, use and refine skills using, playdough, clay and natural objects.
- return and build on previous learning.
- Use tools such as glue stick, chalk, paintbrush, PVA glue, pencils, felt tips, wax crayons, masking tape, clay cellotape, split pins,
- To look Beth Cavener artwork and discuss what they like about it.
- Use and understand vocab: sculptor, sculpture, mold, shapes, lines, design, pinch, roll

**Craft and Design**

- Explore, use and refine using scissor skills, split pins, slots and flanges. (make characters)
- Use tools such as glue stick, chalk, paintbrush, PVA glue, pencils, felt tips, wax crayons, masking tape, clay cellotape, split pins
- use and understand Vocab: threading, slot, flange, curl, scrunch, tear, materials

# KEY KNOWLEDGE

			<p>-Make their own props and materials to work in a group to role play and retell the story of jack and the beanstalk.</p> <p>(Craft and design)</p>
<p><b>Drawing</b> <b>Chn will:</b></p> <ul style="list-style-type: none"> <li>-know how to show their ideas through their artwork and mark making</li> <li>-know how to use crayons, pencils, wax crayons, felt tips and chalk in different ways.</li> <li>- know lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round'</li> <li>- know there are different shades of the same colour and identify colours as 'light' or 'dark'</li> <li>- know the names of a wide range of colours.</li> <li>-patterns can be drawn or made with objects or shapes.</li> <li>-artists use many different tools to draw with.</li> <li>-know who Matisse is and be able to talk about his artwork.</li> </ul> <p><b>Key vocabulary:</b> Art, <b>artist</b>, Thick, Thin, Marks, Zig zag, Lines, Bumpy, Crayon, Pencil, Wax crayon, Felt tip, Chalk, Long, Drawing, Feeling, Tools</p>	<p><b>Painting</b> <b>Chn will:</b></p> <ul style="list-style-type: none"> <li>- know the names of a wide range of secondary colours.</li> <li>- know there are different shades of the same colour and identify colours as 'light' or 'dark'</li> <li>-know how to work collaboratively with others to create and bring ideas to life.</li> <li>- know colours can be mixed to make new colours.</li> <li>- know lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round'.</li> <li>- know sometimes artist cut and stick things to make new art.</li> <li>-Know sometimes artists are inspired by seasons.</li> <li>-know who Megan Coyle is and talk about her artwork.</li> <li>-know how to use paint in different ways to create effects.</li> </ul> <p><b>Key vocabulary</b> Cut, Dab, Dot, Flick, Glide, Glistening, Glossy, Splat, Rip, Shiny, Silky, Slimy, Sticky, Sweep, Swirl, Swish</p>	<p><b>Sculpture and 3D</b> <b>Chn will:</b></p> <ul style="list-style-type: none"> <li>-know modelling material can be shaped using hands or tools.</li> <li>- know simple terms to describe what something feels like (eg. Bumpy)</li> <li>-know artists use materials like clay recreate things from real life.</li> <li>-know who Beth Cavener is and talk about her artwork.</li> </ul> <p><b>Key vocabulary</b> Clay, Chop, Cut, Flatten, Join, Pinch, Plan, Poke, Pull, Push, Roll, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet</p>	<p><b>Craft and Design</b> <b>Chn will:</b></p> <ul style="list-style-type: none"> <li>-know how to use different equipment and for which purpose.</li> <li>- know modelling material can be shaped using hands or tools.</li> <li>- know how to experiment with masking tape, clay, cello tape and split pins.</li> <li>- know simple terms to describe what something feels like (eg. Bumpy)</li> </ul> <p><b>Key vocabulary</b> Blades, Crease, Cut, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors,</p>

				Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Tie, Wave, Wobbly, Wrap, Zigzag
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## End of Year Early Learning Goals

Communication and language	Personal, social, emotional development	Physical Development
<p><b><u>Listening, Attention and Understanding ELG</u></b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b><u>Speaking ELG</u></b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses</li> </ul>	<p><b><u>Self-Regulation ELG</u></b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- 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.</li> </ul> <p><b><u>Managing Self ELG</u></b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> </ul>	<p><b><u>Gross Motor Skills ELG</u></b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b><u>Fine Motor Skills ELG</u></b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>

<p>and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>Building Relationships ELG</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>	
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Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>Comprehension ELG</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate, where appropriate, key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading ELG</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing ELG</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others</li> </ul>	<p><b>Number ELG</b>  Children at the expected level of development will</p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- 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.</li> </ul> <p><b>Numerical Patterns ELG</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Past and Present ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul> <p><b>People Culture and Communities ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> <li>- 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;</li> <li>- 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.</li> </ul> <p><b>The Natural World ELG</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- 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;</li> </ul>	<p><b>Creating with Materials ELG</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>



- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

