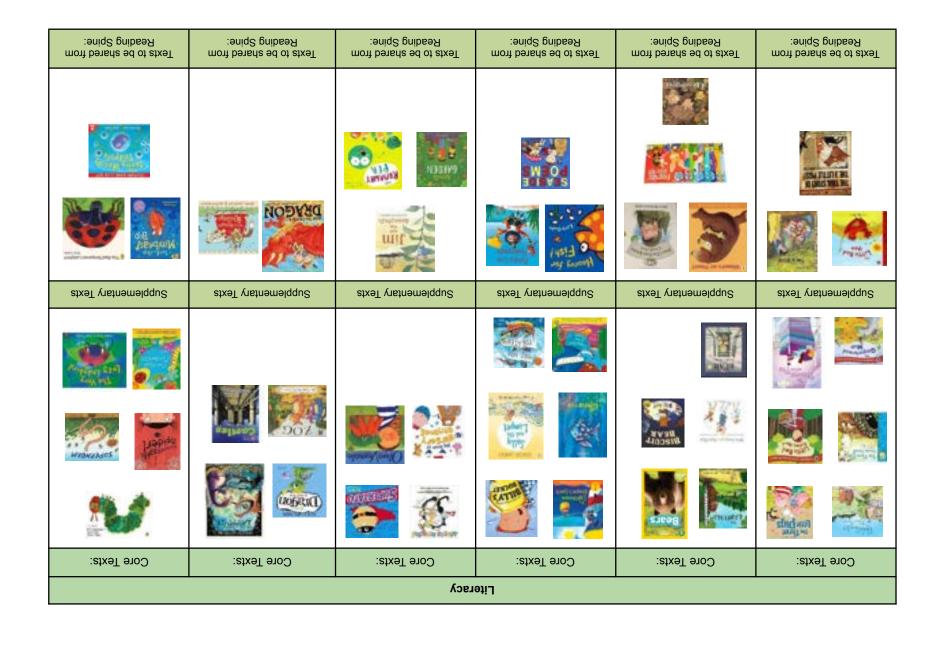


Early Years Unit: Curriculum Overview 2024-25

Curriculum Overview 2024-25 Cycle: 1 Cohort: Early Years Unit

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:
Once upon a time Traditional tales	Into the Woods	At the seaside Under the Sea	In the Garden Nursery Rhymes	Travel back in time Knights and Castles	Mini-Beasts
Christian Core Value:	Christian Core Value:	Christian Core Value:	Christian Core Value:	Christian Core Value:	Christian Core Value:
Endurance	Service	Friendship	Compassion	Justice	Celebration
CCV Experience:	CCV Experience:	CCV Experience:	CCV Experience:	CCV Experience:	CCV Experience:
Blessing for the school year. Harvest Service.	All Saints Day.Advent Service.Christmas Nativity.	Epiphany Service Lent Service	Easter Service. Mothering Sunday Service.	Pentecost	Celebration Service.
Biblical Text:	Biblical Text:	Biblical Text:	Biblical Text:	Biblical Text:	Biblical Text:
The Widow Who Never Gave Up (Luke 18:1-8)	Queen Esther Serves her People (Book of Esther)	Jesus Heals the Leper (Mark 2:1-12)	The Good Samaritan (Luke 10:29-37)	Jonah and the Whale (Book of Jonah)	Philippians 4:13-14
British Value:	British Value:	British Value:	British Value:	British Value:	British Value:
Individual Liberty	Democracy	Tolerance	Mutual Respect	Democracy	Rule of Law
British Value Text:	British Value Text:	British Value Text:	British Value Text:	British Value Text:	British Value Text:
DOCS-COL	Dinokais	0.0	TWO	C	Conti?
Advocacy Experience:	Advocacy Experience:	Advocacy Experience:	Advocacy Experience:	Advocacy Experience:	Advocacy Experience:
MacMillan Coffee Morning	Samaritans Operation Christmas Child Carol Service at the Care Home	Comic Relief (Red Nose Day)	Recycling Uniform Event	Race for Life	BARK Fundraising Day



Learn new vocabulary.	Ask questions to find out	Ask questions to find out	Learn new vocabulary.	Understand how to listen	Understand how to listen
Explaining Knowledge and Understanding Pay attention to more than one thing at a time, which can be difficult. Use a wider range of hose two parts. Understand a question that has two parts. Understand why' Understand why' Understand why' Understand why' Se two parts. Understand why' On a two parts. Understand why' Be she to express a point four to six words. Or a friend, using words as of a friend, using words as well as actions. Start a conversation with an adult or a friend and well as actions.	Use a wider range of vocabulary. Use a wider range of vocabulary. Develop their communication, but may communication, but may with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: some sounds and but may have problems saying: some sounds and multisyllabic words. Be able to express a point of wiew and to debate when or a friend, using words as well as actions. Start a conversation with an adult or a friend and saying conversation with an adult or a friend and saying conversation with an adult or a friend and sounds as well as actions.	Instructions and Understanding Pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts, auch as "Cet your parts, auch as "Cet your coat and wait at the door". Be able to express a point they disagree with an adult or striend, using words as or a friend, using words as well as actions. Sing a large repertoire of words. Sing a large repertoire of songs. Sing a large repertoire of songs.	Vocabulary and Questions Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understons, like: "Why do questions, like: "Why do you think the caterpillar got so fat?" Use longer sentences of four to six words.	Speaking and Listening with others Use a wider range of vocabulary. Develop their continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise continue it for many turns. Let's go on a bus you sit ''Let's go on a bus you sit	Recalling and Retailing stories Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Know many rhymes, be ble to talk about familiar long story. Use a wider range of vocabulary.
сгр:	сгр:	сгр:	сгр:	сгр:	CLD:
Sing was	HAMAS OF	Stoom	mental systems and some state of the systems and state of the systems and systems are systems and systems and systems and systems are systems are systems are systems.	Langue S.	3500HO AOA

d and respond to hear with re questions, and actions and actions read to and class discussions. I forth class discussions hear heach and convertion group engaged in forth exchall some ass, their teacher their teacher heacher their teacher heacher heache	LA&U Make comments abowhat they have heard ask questions to clar their understanding. Hold conversation with their engaged in back and exchanges with their teachers and peers. S S S A Participate in small g and class discussion offering their on using recently introdusing recently	LA&U Make comments about what they have heard and ask questions to clarify their understanding. S Things might happen, things might happen, introduced vocabulary. Express ideas using full sentences and sentences and conjunctions, with	LA&U Listen attentively and respond to what they hear with relevant questions during small group interactions. S Offer ideas using recently introduced vocabulary.	LA&U Make comments about what they have heard. S Participate in small group and one-to-one discussions.	LA&U Respond to what they hear with comments when being read to.
work detail. Use talk to the problems and to explain his and why the his problem. Listen to and why the his proplem. It happen. Listen to and suity selected noin sele	thinking and activities, to explain how things v and why they might had use new vocabulary in Engage in non-fiction to selected non-fiction to selected non-fiction to with new with new thouse selected homes and vocabulary in the with new the selected non-fiction to a selected non-fiction to se	and why they might happen. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in story times.	Engage in story times.	and why they might happen. Develop social phrases. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new	familiarity with the text, some as exact repetition and some in their own words.
b more and to understand said to them said to them often of the offer of the offer of the offer one to another understand the offer of the offer of the offer of the offer of the offer offer offer of the offer o	said to them. Articulate their ideas a sentences. Connect one idea or a to another using a rang connectives. Describe events in sor detail. Use talk to help work of the problems and organise.	said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and thinking and activities, and to explain how things work	Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary in different contexts.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work	Learn new vocabulary. Use new vocabulary through the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep
ov wen esU need	more and to check the understand what has b	more and to check they understand what has been early to them	Use new vocabulary	carefully and why listening is important.	carefully and why listening is important.

Progress towards a more fluent style of moving, with	Confidently and safely use a lange of large and small	Revise and refine the fundament	Revise and refine the fundamental movement	Develop the overall body strength, co-ordination,	Progress towards a more fluent style of moving, with
Writing skills Dance Continue to develop their movement skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly able to use and remember sequences and patterns of movements which are related to music and hythm. Use a comfortable grip with good control when holding pens and pencils. Use one-handed tools and equipment, for example, equipment, for example, making snips in paper with scissors.	Physical Skills Ball skills Ball skills Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such hole they dug with a trowel. Safely, carrying large hollow as moving a long plank blocks. Use a comfortable grip with good control when holding pens and pencils.	Fine Motor Skills Team Games Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items, such as moving a long plank as moving a long plank as dely, carrying large hollow blocks. Use a comfortable grip with good control when holding pens and pencils. Use one-handed tools and equipment, for example, equipment, for example, making snips in paper with accissors.	Gymnastics Gymnastics Gymnastics Continue to develop their movement and balancing skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Match their developing physical skills to tasks and activities. Be increasingly independent as they get directed and undressed, for independent as they get and doing up zips. Use a comfortable grip with good control when holding pens and bencils.	Using Tools Ball skills Continue to develop their movement, balancing and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with making snips in paper with scissors.	Using Equipment Balancing & Yoga Balancing & Yoga Continue to develop their movement and balancing skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and scitivities in the setting. For physical skills to tasks and activities in the setting. For tun scross a plank, whether to crawl, walk or whether to crawl, walk or activities in the setting. For physical skills to tasks and activities in the setting. For and violation and status or status o
:0d	:0d	:Od	:Od	:0d	:0d
Offer explanations of why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full experiences using full sentences and making use of past, present and future tenses and making use of conjunctions, with modelling and support.	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses.	modelling and support.			

PSED:	bSED:	b2ED:	b2ED:	b2ED:	b2ED:
GM Megotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, aching, hopping, skipping and climbing. FM Hold a pencil effectively in preparation for fluent writing – tripod grip. Writing – tripod grip. Begin to show accuracy and care when drawing.	GM Demonstrate strength, balance and coordination when playing. HM Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	GM Move energetically such as running, skipping and Jumping. HM Using the tripod grip.	GM Demonstrate balance and coordination. FM Use a range of small tools, including paintbrushes and cutlery.	FM Use a range of small tools, including paintbrushes and cutlery.	GM Demonstrate balance and coordination.
developing control and grace. Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient.	apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.	skills they have already acquired: rolling, walking, running, skipping, crawling, jumping, hopping, climbing. Progress towards a more fluent style of moving, with developing control and guace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with o engage successfully with physical disciplines physical disciplines including dance, including dance, gymnastice, sport and swimming. Develop the foundations of shandwriting style which is last, accurate and efficient.	skills they have already acquired: rolling, walking, acquired: rolling, walking, running, skipping, crawling, lumping, hopping, climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and sgillity needed balance and sgillity needed brance and sgillity needed prosture when sitting on the strength to achieve a good prosture when sitting on the strength as a range of large and small apportant situation.	balance and agility needed to engage successfully with future physical education sessions and other physical disciplines. Further develop and refine a range of ball skills including: throwing, catching, throwing, batting, and siming. Develop their small motor skills so that they can use skills of tools a range of tools a range of tools oronfidently, safely and and tools and writing, paintibrushes, solds of tools and siming.	developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed tuture physical education physical disciplines. Develop overall body-strength, balance, co-ordination and agility. Develop overall by simple as tange of tools and agility. Co-ordination and agility. Bevelop their small motor simple of tools are all motor confidently. Suggested tools: pencils for drawing and writing, paintbrushes, sciesors, knives, forks and sciesors, knives, forks and spoons.

BR Form positive attachments to adults and friendships with peers. MS MS	SR Set and work towards simple goals. Give focused attention to what the teacher says, responding appropriately even when engaged in	SR Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	BR Work and play cooperatively and take turns with others. attachments to adults and friendships with	Manage their own basic Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	MS Explain the reasons for rules.
See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	Know and talk about the different factors that support their overall health and wellbeing: amounts of 'screen time'	Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	See themselves as a valuable individual. Build constructive and respectful relationships. Think about the perspectives of others.	Manage their own needs. Personal hygiene Know and talk about the different factors that and wellbeing: -regular physical activity -healthy eating -toothbrushing -sensible amounts of -sensible amounts of -having a good sleep -traving a good sleep	See themselves as a valuable individual. Build constructive and respectful relationships. Know and talk about the different factors that support their overall health and wellbeing:
Change and Transitions Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Talk about their feelings using words like 'happy', 'sad', 'sngry' or 'worried'.	Computer Safety Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them	Feelings and Emotions Emotions Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'sngry' or 'worried'. Understand gradually how others might be feeling.	Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries, and sand rivalries, and sand rivalries, and suggesting other ideas.	Keeping and Staying Healthy Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	Keeping and Staying Safe Safe Select and use activities and resources, with help when needed. This helps they have chosen, or one they help the safe context of their the safe context of their acting. Increasingly follow rules, understanding why they are important. Remember rules without are important.

Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of the book - page sequencing book - page sequencing can:	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing - page sequencing swareness, so that they can: spot and suggest rhymes	Develop their phonological awareness, so that they can: - spot and suggest thymes - count or clap syllables in a word. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their print and letter knowledge in their	Develop their phonological awareness, so that they can: - spot and suggest hymes - count or clap syllables in a word - recognise words with the same initial sound, auch as money and mother. Engage in extended mother.	Understand the five key concepts about print: - print has meaning different purposes different purposes from left to right and from top to bottom the names of the different parts of a book book - page sequencing. Virite all of their name.	Understand key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - page sequencing - page sequencin
Talk4Writing:Story map Sentence work Questions Non-fiction - facts Write a letter Lift the flap book Adjectives - labels Adjectives	Story sequence Vocabulary Mewspaper Article Adjectives & Description Poems Mon-Fiction - Facts Recount of a visit	Diary Story Building Letter Instructions Rhyme and poetry Talk4writing -innovate Labels and captions Mursery Rhymes	Lists Instructions Labels Sentences Rhyme and Poetry Advert Questions Postcard	Talk 4 Writing Labels and captions Adjectives Non-Fiction - Facts Sentences Letter	Story maps Story sequence Story structure Retelling stories Character description Poster Invitation Marratives & Role Play Recipe
Literacy:	Literacy:	Literacy:	Literacy:	Literacy:	Гібегасу:
activities and show independence, resilience and perseverance in the face of challenge. SR Set and work towards simple goals, being able simple goals, being able impediate impulses when appropriate. Show an understanding when appropriate. Show an understanding of their own feelings and begin to regulate their	activity, and show an activity, and show ability to follow instructions involving several ideas or actions. MS Explain the reasons for rules, know right from wrong and try to behave accordingly.	Explain the reasons for rules, know right from wrong and try to behave accordingly. Confident to try new activities.	peers. Show sensitivity to their own and others' needs.		

C Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently	C Anticipate key events in stories. Use and understand recently introduced vocabulary during	C Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently	C Use recently introduced vocabulary.	C Anticipate key events in stories.	C Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words.
Read common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word and their understanding and their understanding and this understanding and their understanding and enjoyment. Form lower-case and sand their ahout sentences with words with known correspondences using a letter-sound correspondences using a letter sound with known words with known letter sound suffice to check that it words with the words with known letter sound sources using a correspondences using a written to check that it	Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound where necessary, a few where necessary, a few exception words. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds and then writing the sounds and then writing letter correctly. Write short sentences with letters correctly. Spell words by identifying the sounds and then writing the sounds and then writing the sounds and there writing correspondences using a letter-sound correspondences using a correspondences using a letter-sound makes sense.	Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and their understanding and enjoyment. Form lower-case and sand enjoyment. Spell words by identifying the sounds and then with and then the correctly.	Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and letter-sound exception words. Form lower-case and exception words. Write short sentences with correctly. Words with known letter-sound exception words. Form lower-case and letter-sound correspondences and letter-sound capital letters correctly.	Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Read some letter groups that each represent one sound and say sounds for the sounds and then writing the sound with known letter/s. Write short sentences with words with known letter/s. Write short sentences with letter/s.	Read individual letters by saying the sounds for them. Read some letter groups that each represent one sound and say sounds for them. Re-read these books to build up their confidence in word reading, their fluency and their understanding and their understanding the sounds and then writing the sounds with letters.
- spot and suggest hymes - count or clap syllables in a word - recognise words with the same initial sound. Write some letters accurately.	- Write some letters accurately.	Write some letters accurately.	Use some of their print and letter knowledge in their early writing.	letter knowledge in their early writing.	

Say one number for each item in order: 1,2,3,4,5.	Develop fast recognition of up to 3 objects, without having to count them	Say one number for each item in order: 1,2,3,4,5.	Develop fast recognition of up to 3 objects, without having to count them	Develop fast recognition of up to 3 objects, without having to count them	Recite numbers past 5.
Counting sequence Mumber order Doubling Mumber Bonds Compare 2 numbers Subtraction Composition; Mumber Length Length	Estimation Compare Quantities Sharing & halving Subtraction Odd & Even Explore Shapes	Mumber bonds Addition Subtraction Comparing number One more / one less Height Data handling	Comparing quantities Estimation Count and match Subtraction Addition Mumber Doubles Weight and Capacity Time Direction \	Accurate counting Mumber Aumber Aumber Donds Adminon Addition One more Positional language Directional language Shape and Pattern Repeating Patterns	One-to-one counting Count and match sets of objects Number recognition Addition Addition Addition SD & 3D shapes 3D shapes – spatial reasoning Size and Capacity
Mathematics:	Mathematics:	Mathematics:	Mathematics:	Mathematics:	Mathematics:
introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems. Say a sound for each etter in the alphabet and etter in the alphabet and at least 10 digraphs. Read aloud simple sentences and books their phonic knowledge, including some common exception words. W W W W W W W W W W W W W	discussions about stories, non-fiction and during role play. WR Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. W Spell words by identifying sounds in them and sounds in the sounds with a letter or letters.	introduced vocabulary. WR Read words consistent with their phonic knowledge by sound-blending. W Write recognisable letters.			

if individually (sublishing) is a find minder bast 5.2.4.5.4. Focile numbers past 5. Show that the slat number of seach and marks are well as forward the structure of objects feeling to objects else in the structure of objects feeling to object seeling to object to mark there are in the structure of objects to mark there are in the structure of objects to mark the structure objects feeling to object seeling to object to mark the structure objects realising to object to mark the structure objects realising to object seeling to object s

N Have a deep understanding of number to 10, including the composition of each number. Automatically recall number bonds up to 5 (Including subtraction facts) and some number bonds to 10, including double facts. NP Verbally count beyond double facts. 20, recognising the pattern of the counting system.	N Have an understanding of number to 10. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds and how quantities can be distributed equally.	N Subitise (Recognise quantities without counting) up to 5. Recall number bonds up to 5. NP Verbally count beyond 20. Compare quantities up to 10.	N Have an understanding of number to 10. MP Explore and represent patterns within numbers up to 10, including double facts.	N Recall number bonds up to 5. Subitise (Recognise quantities without counting) up to 5.	N Subitise (Recognise quantities without counting) up to 5.
Count beyond ten. Compare numbers. Explore the composition of numbers to 10. Continue, copy and create patterns. Compare length. Automatically recall number bonds for numbers on 10. D-5 and some to 10. Select, rotate and manipulate shapes in order manipulate shapes in order to develop spatial	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just other shapes within it, just as numbers can. Explore the composition of numbers to 10.	Automatically recall number bonds for number 0–5 and some to 10. Compare numbers. Understand the 'one more than'one less than' relationship between consecutive numbers.	Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Compare weight and capacity. Explore the composition of numbers to 10.	Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Explore the composition of numbers to 10. Automatically recall number to 10. Onderstand the 'one more than come less than' telationship between consecutive numbers. Continue, copy and create consecutive numbers. Compose and decompose shapes so that children recognise a shape can recognise a shape can recognise a shape can have other shapes within it, just as numbers can.	Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Explore the composition of numbers to 10. Select, rotate and manipulate shapes in order to develop spatial to develop spatial reasoning skills. Compare length and

NW Explore the natural world	WW Understand some	NW Explore the natural world	WW Know some similarities	NW Explore the natural world	NW Know some similarities
Understand the effect of changing seasons on the natural world around them.					
Recognise some environments that are different to the one in which they live.		Understand the effect of changing seasons on the natural world around them	Understand the effect of changing seasons on the natural world around them.		
Describe what they see, hear and feel whilst outside.	Understand the effect of changing seasons on the natural world around them.	Describe what they see, hear and feel whilst outside.	Describe what they see, hear and feel whilst outside.	Describe what they see, hear and feel whilst outside.	Describe what they see, hear and feel whilst outside.
Explore the natural world around them.	Explore the natural world around them.	Explore the natural world around them.	Explore the natural world around them.	Explore the natural world around them.	Explore the natural world around them.
Life cycles & Habitats Talk about what they see, using a wide vocabulary. Use all their senses in hade-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Understand the key seatures of the life cycle of san snimal. Begin to understand the nonerties. The same of the life cycle of the intervent of the life cycle of an animal.	Changing States of Matter Talk about what they see, using a wide vocabulary. Explore collections of materials with similar and/or different properties. Show interest in different occupations. Talk about the differences between materials and	Plants and growing Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see, using a wide vocabulary. Use all their senses in hands-on exploration of natural materials.	Weather and seasons Talk about what they see, using a wide vocabulary. Explore and talk about different forces they can feel. Explore how things work.	Light and Dark Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice. Changes they notice.	Exploring materials Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and between materials and between materials and changes they notice.
UW: Science	ezience :W∪	UW: Science	UW: Science	UW: Science	UW: Science
patterns within numbers up to 10, including double facts and how quantities can be distributed equally.					

to make sense of their own life-story and the developing because between the stores between the stores between the form the form the following following the following following the fol	Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Duderstand that some	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	Oomment on images of familiar situations in the past. Compare and contrast characters from stories	Compare and contrast characters from stories, characters from stories, including figures from the past.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the	Talk about members of their immediate family. Name and describe people who are familiar to them. Comment on images of familiar situations in the past.
important processes and changes in the natural changes in the natural changes in the natural world around them. world around them, including seasons. Understand some changes in the natural world around them. Including changes in the natural mortan them. world around them. Including seasons. Understand some changes in the natural including changing states of matter.	fteir own life-story and Begin to make sense of	In the past: way of life Begin to make sense of their own life-story and family's history. Talk about what they see,	Rhymes Begin to make sense of their own life-story and family's history. Talk about what they see,	Lighthouses: changes Show interest in different occupations. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	fteir own life-story and Begin to make sense of	My Family My past: Birth to 4 Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.
important processes and changes in the natural changes in the natural world around them. changes in the natural world around them, world around them, including seasons. Including seasons should show, including changing c	W: History	W: History	VNO: History	VNJ: History	W: History	W: History
atural world around the natural world around observations and changing states of matter. observations and the matter observations and contrasting drawing pictures of environments. Appendix of the matter observations and contrasting drawing pictures of the matter observations and contrasting drawing pictures of the matter observations and the matter observations are drawing pictures of the matter observations and the matter observations and the matter observations are drawing pictures of the matter observations and the matter observations are drawing pictures of the matter observations and the matter observations are drawing pictures of the matter observations and the matter observations are drawing pictures of the matter observations and the matter observations are drawing pictures of the matter observations and the matter observations are drawing pictures of the matter observations and the matter observations are drawing pictures of the matter observations are drawing pictures observations.	the natural world around the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including changing		important processes and changes in the natural	important processes and changes in the natural world around them,		

Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story. (Places visited / landmarks)	Talk about what they see, using a wide vocabulary.	Talk about what they see, using a wide vocabulary.	Talk about what they see, using a wide vocabulary. Know that there are different countries in the world and talk about the differences they have differences they have	Talk about what they see, using a wide vocabulary.	Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story. (Places visited / landmarks)
Where we live	School Grounds	Госяі Веясh	Mursery Rhyme settings	Local Castles	Habitats and Environments
∩М: Geography	ПМ: Geography	∩М: Сеодгарћу	∩М: Сеодгарћу	ПМ: Geography	ПМ: Geography
Courageous Advocates: F	osa Parks, Emmiline Pankhu	rst, Nelson Madela.	(6	Scotytening.	
				Understand the past through settings, characters and events encountered in books read in class and storytelling.	and differences between things in the past and now, drawing on their experiences and what has been read in class.
op Talk about the lives of Deople around them.	PP Talk about the lives of people around them and their roles in society.	PP Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	PP Understand the past through settings, characters and events encountered in books read in class and storytelling.	PP Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Talk about the lives of people around them and their roles in society. Pp Know some similarities Know some similarities

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experienced or seen in differences they have

E- Safety and ICT programmes Online safety Health and safety Picture programme Picture programme Picture programme Picture programme Oligital macrool 360 / Lexis Loogle maps Coogle maps Digital microscope Digital microscope Pedometers Pedometers Pedometers Pedometers Pedometers	Programming and Equipment Bee-bots - coding Torches - explore light & shadows Cameras/I-Pads Remote control toys / Tobot Video recording – Non-fiction / message	Recording and Photography Green screen - weather report Microphones & walkie talkies Create a photo album E-safety	counds and digital fools solver - lotto games/ stories Tonie Box - listen to stories and songs video recording – nursery rhymes Digital microscope - explore plants photographs explore plants sand research sand research sand research and usic programme	Software programmes and Websites Programmes - animate objects Keyboard and mouse skills Algorithms Algorithms Explore safety Online safety Explore websites	Search engine and websites Online Safety Google research Use word - type Emails Explore websites - BBC learning zone Google Earth
Technology	Technology	Technology	Technology	Technology	Technology
Courageous Advocates: De	ivid Attenbourgh. Zac Effron	Greta Thunberg			
PCC Describe their immediate environment using knowledge from observations and maps.	PCC Describe their immediate environment using knowledge from observation, discussion and maps.	PCC Describe their immediate environment using knowledge from observation, discussion, stories and maps.	PCC 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.	PCC Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	PCC Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts.
simple map. Understand that some places are special to members of their community.	simple map.	simple map. Understand that some places are special to members of their community.	simple map. (Story settings) Recognise some similarities and differences between life in this country and life in other countries.	simple map.	environments that are different to the one in which they live.

Music programme

Healthy eating – kitchen

To know how to complete	To know how to complete	To know how to complete	To know how to use talk	To know how to complete	To know how to complete
	'səuoyd				
	cameras and mobile				
	елецу дау ѕисћ аѕ				
	Ipads, and equipment for	pressing parts.			computers.
	To know how to use	Making toys work by		the internet.	es done (TOI gaivlovai
	bressing parts.	Create a video recording.		Retrieve information from	children to play with, as well as equipment
	Making toys work by	paibagga gobiy e gtegal		them safe.	Programmable toys for
	λιά γμολι ολίο, εαίνογη	technology with support.		dəəy oj ssəcsət med,	nog one, of quadrackers
	technology with support.	Navigate touchable		needs to support their	and the internet.
	Mavigate touchable	Uses a remote control		To know that an adult	technological devices
	Uses a remote control		of technologies.		Retrieve from
		equipment.	Will interact with a range	information with an adult	
	Ipads, CD players.	Operate simple		can be used to find out	from the internet.
	To know how to turn on		images.	To know that the internet	Retrieve information
	10 (0) 010 111100 010 111	remote controls toys.	movements or new	uomduuo n uo uur 6a d	Ioine
	remote controls toys.	including TV, IPads,	effects such as sound,	Complete a simple program on a computer.	on-line access to keep them safe.
.yelqsib	turn devices on and off, including TV, IPads,	To know that they can turn devices on and off,	Eiffing flaps to achieve	Alamis e atalamoù	needs to support their
using a touchscreen	To know that they can	aco noq; ;cq; moay o <u>r</u>	Create a video recording.	ednipment.	To know that an adult
To know how to navigate				Operate simple	jingo ao joqi measi o <u>t</u>
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	back on a friction car.	Draw a picture on screen.	ednıbment.	.,,,,	information with an adult.
эзег шәңз	sllud no yot qu-bniw a no	, ,	Operate simple	to support their learning.	can be used to find out
on-line access to keep	toys, e.g. turns the knob	computer software.		simple programmes used	To know that the internet
needs to support their	Operates mechanical	age-appropriate	Ipads, CD players.	To know how to complete	
To know that an adult		Apply learning to	To know how to turn on	,	program on a computer.
	and actions.			Draw a picture on screen.	Complete a simple
program on a computer.	Repeat sounds, sights	back on a friction car.	remote controls toys.	10 1741100	simple programmes used to support their learning.
Complete a simple	some ICT equipment.	toys, e.g. turns the knob on a wind-up toy or pulls	turn devices on and off, including TV, IPads,	age-appropriate computer software.	
to support their learning.	Turning on and operating	Operates mechanical	To know that they can	Apply learning to	To know how to complete
simple programmes used	Suiterodo pae do Suiarii	legiaedgom goteroaft	αεο ποιμ μειμ ποιση σχ	o, bajascoj rijad v	otolarace of mod mond of
To know how to complete	sdeji buitiii (builiud	some ICT equipment.	some ICT equipment.	actions.	lpads, CD players.
' ' ' ' -	the equipment - pressing,	Turning on and operating	Turning on and operating	Repeat sounds, sights and	To know how to turn on
pads, CD players.	engaging correctly with				
To know how to turn on I	toys work through	.edelî gniîtil ,gnillud	.edelî gniîîil ,gnilluq	some ICT equipment.	Draw a picture on screen.
	To know how to make	the equipment - pressing,	the equipment - pressing,	Turning on and operating	
computer software.		engaging correctly with	engaging correctly with		computer software.
age-appropriate	and off.	toys work through	toys work through	·JJO	age-appropriate
Apply learning to	backwards, turning on	To know how to make	To know how to make	backwards, turning on and	Apply learning to
some ICT equipment.	operated in different ways -winding up, pulling	and actions.	and actions.	operated in different ways	some ICT equipment.
Turning on and operating	To know that toys can be	Repeat sounds, sights	Repeat sounds, sights	To know that toys can be	Turning on and operating
		,,,	.,	,, ,, ,,,	
			 Photocopier 		
fnəmqiupə			 Recording boxes 		

	'səuoyd				
	cameras and mobile	toy.			
	every day such as	Моve a programmable			
	To know how to use lpads, and equipment for	Create a video recording.			
	esii ot mod mody o <u>t</u>	Create a video recording			
	technology with support.	technology with support.		the computer.	
	Mavigate touchable	Navigate touchable		Use a mouse to draw on	
	Uses a remote control	Uses a remote control			
	Construction date.	Construction data		the internet.	
	appropriate toy.	appropriate toy.		Retrieve information from	
stnemeldmi blodesu.	with technology to programme an age	with technology to programme an age		them safe.	
ch as a whisk, torch,	To know how to interact	To know how to interact		dəəy ot seesa to keep	
e programmable toys	7.007, 57.007.007.52	, , ,		needs to support their	
	lpads, CD players.	Take photographs.		To know that an adult	зоцмаке.
nputer.	To know how to turn on				appropriate computer
e my name on the		and walkie talkies.	copy pictures.	information with an adult.	To know how to use age
'0 mu	Take photographs.	play with such as torches	Use a photocopier to	can be used to find out	22442344 242 4424
oropriate computer Tware.	and walkie talkies.	ot inemqiupe else esU	Will interact with a range of technologies.	To know that the internet	Retrieve information from the infernet.
know how to use age	play with such as torches	technologies.	obacz o dżim żoczotai Nijyl	onsehold implements.	uoitemastai esteintee
, , , , , , , , , , , , , , , , , , , ,	ot inemqiupe etes esU	Explore different	Create a video recording.	such as a whisk, torch,	.əjes mədi
blay.		Draw a picture on screen		Use programmable toys	on-line access to keep
ng a touchscreen	computer software.		tuəmqinpə		needs to support their
know how to navigate	age-appropriate	computer software.	Operate simple	program on a computer.	To know that an adult
ioine iii	Apply learning to	age-appropriate	is in finid as female	Complete a simple	nunnn un unun unnnuunuu
line access to keep safe.	back on a friction car.	Apply learning to	To know how to turn on lpads, CD players.	eduipment.	can be used to find out information with an adult.
eds to support their	silug soy ot qu-bails	back on a friction car.		Operate simple	To know that the internet
know that an adult	toys, e.g. turns the knob	on a wind-up τογ or pulls	and walkie talkies.		
	Operates mechanical	toys, e.g. turns the knob	play with such as torches	lpads, CD players.	brogram on a computer.
ds, CD players.		Operates mechanical	ot framqinpa afas asU	To know how to turn on	Complete a simple
know how to turn on	some ICT equipment.			6	6
uandulaa n ua ulnibi	Turning on and operating	some ICT equipment.	age-appropriate computer software.	technologies.	technologies.
mplete a simple ogram on a computer.		Turning on and operating	ot pninnsel ylqqA	Draw a picture on screen Explore different	Draw a picture on screen Explore different
ojamio o ojojam	Pad to create a video.	Pad to create a video.	o, bajazooj njaay		decree as carried a mend
nputer software.	To know how to use the	To know how to use the	some ICT equipment.	сощмаге.	computer software.
e-appropriate			Turning on and operating	age-appropriate computer	age-appropriate
oly learning to	of areas.	of areas.		Apply learning to	Apply learning to
nuovidinho i o i o i	learning across a range	learning across a range	IPad to create a video.	puovidinha . a. a	puovidinka vai ausa
ning on and operating in the local series of the series of	buttons to support	buttons to support	To know how to use the	Some ICT equipment.	some ICT equipment.
gniterago bna no gning	To know how to use talk	To know how to use talk	of areas.	Turning on and operating	Turning on and operating
support their learning.	to support their learning.	to support their learning.	learning across a range	to support their learning.	to support their learning.
ibje brogrammes used	simple programmes used	simple programmes used	fundins of snottud	simple programmes used	simple programmes used

materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as circle and including details. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing. Create their own songs, or colour-mixing. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and increasing control to express their feelings and ideas.	represent something else even though they are not similar. Begin to develop complex stories using small world stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, blocks and construction kits, buildings and a park. Explore different materials buildings and a park. Explore different materials shout how to use them and about how to use them and about how to use them and shoul different makerials and shoul different materials and shoul different materials and shoul different materials and what to make.	blocks and construction kits, such as a city with apark. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then and what to make. Develop their own ideas and then decide which materials to use to express them. Listen with increased them. Listen with increased explore different materials and explore different textures. Listen with increased them. Respond to what they have aftention to sounds. Respond to what they have thoughts and feelings.	blocks and construction kits, such as a city with different buildings and a park. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing. Listen with increased attention to sounds. Listen with increased attention to sounds.	ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing. Remember and sing entire colour-mixing. Play instruments with songs.	represent something else sven though they are not similar. Begin to develop complex stories using small world sequipment like animal sets, dolls and dolls houses, etc. Make imaginative and construction kits, such as a city with blocks and construction kits, such as a city with site, such as a city with such as a city with complex buildings and a birther buildings and a park. Explore different materials freely, to develop their materials and then decide which materials and then decide which materials to use to express and then decide which materials and then decide which materials and then decide which and then decide which materials and them.
and then decide which	play, using an object to	complex 'small worlds' with	complex 'small worlds' with	freely, to develop their	ake part in simple preterio play, using an object to
Develop their own ideas	Take part in simple pretend	Make imaginative and	Make imaginative and	Explore different materials	Take part in simple pretend
Patterns & Symmetry Drawing & Weaving Kandinsky – Colour and shape	Pattern and Design Construction Paul Klee – Castle and Sun	Matural Art and Clay Giuseppe Arcimboldo - 3D art	Colour and Printing Henri-Edmond Cross – Seaside (colour and dots)	Light & Dark Colours Shadows Andy Goldsworthy - Natural Art	Materials and construction Junk Modelling Musical instruments
EAD:	EAD:	EAD:	:DA3	EAD:	EAD:

experimenting with safely use and explore a safely use and explore a CWM	CWM cwperimenting with sariety of materials, tools and techniques, and explore a	CWM Safely use and explore a variety of tools and CWM	CWM Explore a variety of tools and techniques, experimenting with colour and design.	CONM Safiety of materials, Variety of materials, CWM	CWM Safely use and explore a variety of materials. Share their creations.
Explore, use and refine a express their effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, ability to represent them. ability to represent them. Listen attentively, move to sharing ideas, resources and skills. Listen attentively, move to and skills. Listen attentively, move to and skills. Listen attentively, move to and skills. Exploresing their feelings and responses. dence and performance and responses. feelings and responses. Explore and engage in music making and responses.	Explore, use and refine a variety of artistic effects to express their ideas. Return to and build on their previous learning, refining ideas and developing them. ability to represent them. Create collaboratively, and skills. Develop storylines in their and skills.	one they know. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, and skills. Listen attentively, move to sharing ideas, resources and skills. Listen attentively, move to and takills. Listen attentively, move to and takills. Watch and talk about and talk about and responses. Watch and talk about feelings and responses. The sponses and performance feelings and responses. Explore and engage in performing solo or in performing solo or in groups.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, and skills. Listen attentively, move to and skills. Listen attentively, move to and talk about music,	complexity and detail, such as representing a face with a circle and including their drawings and their drawings and their drawings and paintings, like happiness, sadness, fear, etc. Return to and build on their address, rear, effining ideas and developing their ability to represent them. Create collaboratively, and skills. Create collaboratively, and skills. Listen attentively, move to and skills. Listen attentively, move to and skills. Listen attentively, move to and skills. Develop storylines in their pretend play. Explore and engage in music music making and skills.

	peers and their teacher.				
:oisuM	Music:	:Music:	:Music:	:DisuM	:DisuM
Charanga - Reflect, Rewind and Replay	Charanga - Blg Bear Funk	Charanga - Our World	Charanga - Everyone	Charanga - My Stories	Charanga - Me!
Revisit learning that has taken place.	context of Funk music.	Respond to music, searching out a steady pulse to move to.	Respond to music, inventing their own ways to find the pulse.	Respond to music in character, searching out a steady pulse to move to.	Respond to music, searching out a steady pulse to move to.
	оми репогтапсе.	To create their own actions and patterns.	ns no əslu əhi yeld ol instrument.	To copy the rhythm of small phrases from the songs.	Be able to move to the pulse in different ways and clap the ir different ways.
Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around morovise a song around	Respond to what they have heard, expressing their Houghts and feelings. Remember and sing entire songs. Create their own songs, or improvise a song around one they know.	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around improvise a song around one they know.	Respond to what they have heard, expressing their thoughts and feelings. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and express their feelings and express their feelings and ideas.	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person sung by another person ('pitch match').	Listen with increased aftention to sounds. Remember and sing entire songs.

Continue developing positive attitudes about the differences between people.	Continue developing positive attitudes about the differences between people.	Confinue developing positive attitudes about the differences between people.	Begin to make sense of their own life-story. Continue developing positive attitudes about the differences between people.	Continue developing positive attitudes about the differences between people.	Begin to make sense of their own life-story. Continue developing positive attitudes about the differences between people. Develop their sense of
		Easter		Christmas	Harvest
What places are special and why?	What times and stories are special and why?	Salvation (Christianity)	God (Christianity)	Incarnation (Christianity)	Being special Where do we belong?
RE:	KE:	KE:	:BE:	:BE:	:BE:
BIE Sing a range of well-known nursery well-known nursery rhymes, poems and stories with others, and (when others, and (when in time with music.	BIE Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others.	BIE Sing a range of Well-known songs. rhymes with others.	BIE Sing a range of well-known nursery rhymes.	BIE Sing ઢ known song.	BIE Sing a known nursery rhyme.
increasing control to express their feelings and ideas. Watch and talk about dance and performance at, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Watch and talk about performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Listen attentively, move to and talk about music, expressing their feelings. Watch and talk about performance art. Sing in a group or on their own, increasingly matching the pitch.	Listen attentively, move to and talk about music. Sing in a group.

ф	фф	dd	PCC	ьсс	ЭЭЭ
special to them.					
their family and friends					
Describe what makes					
special to them.					cynıcy:
ldentify people who are					s gnitisiv nəhw zgniləət
		after it.			about their thoughts and
other than Christianity.		and what they do to look			appropriate words to talk
happens when a baby is neligion welcomed into a religion		ot eloped the to define to define to define the follow and define the following the fo			Develop and use
Observe simply what		o, olacea tedin iditaebi	these stories at Easter		link to beliefs about God
		their Creator	Christians remember		Jews, these special things
and dedication.		Christians like to thank	Talk about some ways		Christians, Muslims or
meitet baptism meitel		nədw bas wod γγirnəbl			Begin to identify that for
lenoitibert a traditional	and the state of t		of new life in nature		idus ou to conid
Jahw ylqmiz 9v192dO	bersonal experiences	sgniləət bna saəbi.	etc and make connections with signs	for what is right).	special and valued in a place of worship.
special.	stories (Nativity), making	natural world, expressing	palm leaves, cross, eggs,	Jews about standing up	Identify things that are
ləəî mədi əbsm isii səvil	Describe religious	Observe wonders of the	during Holy Week e.g.	Chanukah story teaches	200
have happened in their		_	symbols Christians use	Zacchaeus; what the	meaning for them.
spnidi nədw snoizsəco	rsnsər	sgniəd nemuh.	Recognise some	friendless in the story of	laiseds avaid have special
ldentify and record	God came to Earth as	about the world, God and	o manu vu ovu	enea angan sausiyi	religious people have
personal experiences	word 'incarnation' as describing the belief that	about what they say	Talk about ideas of new life in nature	susəl əhə tələməsə səqələri səqələri	Observe that some
connections with	Begin to recognise the	ραίλιος εξονίσες το Ικίσος	mod to acobi thode AleT	teach believers (for	γίνην γες
stories and make	, , , , , , , , , , , , , , , , , , ,	their own experiences.	Christians	things these stories	special to themselves and
Describe religious	(Christmas).	world and also about	special time for	Describe some of the	ldentify somewhere that is
()	Christian festival	wonderful in the natural	Say why Easter is a		()
respectful relationships.	Describe simply what happens at a traditional	interesting, puzzling or	בבובתו מנוסון סו דמפובו	ldentify a sacred text e.g. Bible, Torah	respectful relationships.
Build constructive and	Describe simply what	pait yedt spaidt ytitaebl	stories connected with celebration of Easter	stories they hear.	Build constructive and
pae enijenajeaee pling			Recognise and retell	eyt ni sgnileet nwo	bae eviterateaee bling
valuable individual. (PSED)	valuable individual. (PSED)	valuable individual. (PSED)		ldentify some of their	valuable individual. (PSED)
See themselves as a	See themselves as a	See themselves as a			See themselves as a
community:	:Guunuudo	-community-	personal experiences	personal experiences	:Curpuluo ligur la ciaguiati
members of their community.	members of their community.	members of their community.	stories and make connections with	stories and make connections with	places are special to members of their community.
places are special to	places are special to	places are special to	Describe religious	Describe religious	Understand that some
Understand that some	Understand that some	Understand that some	_		
			community.	different ways.	different ways.
community.	community.	community.	members of their	celebrate special times in	celebrate special times in
Talk about members of their immediate family and	Talk about members of their immediate family and	Talk about members of their immediate family and	Understand that some places are special to	Recognise that people have different beliefs and	Recognise that people have different beliefs and
Talk about mombors of	-10 modmom tuode aleT	Talk about members of	I Inderessand that como	Perconnice that popular	Recognise that populo have
community. (PSED)		community. (PSED)			
membership of a		membership of a			
responsibility and		responsibility and			

					ionung inco-
					Local Builder
	Ford Castle				Parent story telling
	Bamburgh Castle	Sastle Vale gardens	Driftwood boat - River		Parent and baby/ grandparents
	Norham Castle	Alnwick Gardens	Sealife centre	ojns9	Fairy Tale character
Zoo Lab Northumberland Zoo	Berwick Barracka Alnwick Castle	Kirkley Hall – Zoological Gardens	Lighthouse Lifeboat station	Owl/ Falconry visit Christmas: Santa/	Storyteller / Author Fairy Trail
esuoH notxsq	Berwick Castle	Garden Centre	Visit to the beach	Woodland walk	Community walk
Visits/Visitors:	:erotisiV\stisiV	:erotisiV\stisiV	:siotisi\/\site\	:visits/Visitors	:erotisiV\stisiV
full park gam lanido	Magic potions station	Build Nursery rhyme settings	Waterways to transport boats	Might vision cameras - wildlife in school / in the country	How to play and work outdoors safely.
Create a mini-beast habitat Fossil hunt – mini-beast identification Spider web weaving	A great discovery! Building a Castle Medieval Banquet Fantasy Adventure	Allotments Sensory Garden Humpty Dumpty 'Eggperiment' day	Build a boat or discover a shipwreck! A weather station Treasure hunt	Woodland walk Tents – camping Create a light reflection area	Story den building Character crime scene – Big Bad wolf Stories in the woods Building bridges
:snoobtuO	:SuoobiuO	:SuoobiuO	:SucobiuO	:Outdoors	Outdoors:
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction and texts.					
Know some similarities and differences between different religious and cultural communities in their experiences and what has been read in class.	Know some similarities and differences between different religious and cultural communities in their experiences and what has been read in class.	Know some similarities and differences between different religious and cultural communities in their experiences and their experiences and what has been read in class.	Talk about the lives of the people around them and their role in society.	Talk about the lives of the people around them and their role in society.	Talk about the lives of the marken and them and their role in society.

