



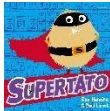
Early Years Unit: Curriculum Overview 2022-23

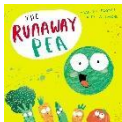
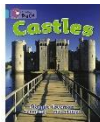
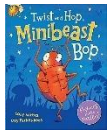
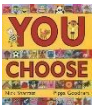
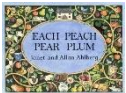


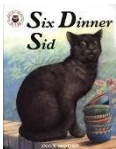
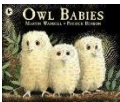
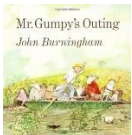
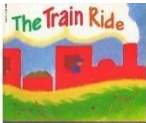
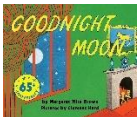
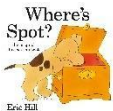
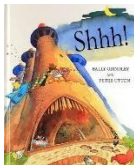
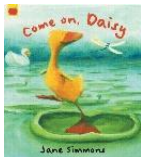
Curriculum Overview 2022-23

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	In the garden	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:
<ul style="list-style-type: none"> Blessing for the school year. Harvest Service. 	<ul style="list-style-type: none"> All Saints Day. Advent Service. Christmas Nativity. 	<ul style="list-style-type: none"> Epiphany Service Lent Service 	<ul style="list-style-type: none"> Easter Service. Mothering Sunday Service. 	<ul style="list-style-type: none"> Pentecost 	<ul style="list-style-type: none"> 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:
					
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

Literacy					
Core Texts:	Core Texts:	Core Texts:	Core Texts:	Core Texts:	Core Texts:
   	   	   	  	  	  
Supplementary Texts	Supplementary Texts	Supplementary Texts	Supplementary Texts	Supplementary Texts	Supplementary Texts
  	  	 	  	 	 

					
Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:
  	  	 	 		
CLD:	CLD:	CLD:	CLD:	CLD:	CLD:
Recalling and Retelling 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 able to talk about familiar books, and be able to tell a long story. Use a wider range of vocabulary.	Speaking and Listening with others Use a wider range of vocabulary. Develop their communication, but may 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 themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	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". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Use longer sentences of four to six words.	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, such as "Get your coat and wait at the door". Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Sing a large repertoire of songs. Know many rhymes, be	Clarify thinking and Ideas Use a wider range of vocabulary. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: some sounds and multisyllabic words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as	Explaining Knowledge and Understanding Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question that has two parts. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Use longer sentences of four to six words. Be able to express a point

			able to talk about familiar books, and be able to tell a long story.	well as actions. Start a conversation with an adult or a friend and continue it for many turns.	of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.
<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in story times.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in story times.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
<p>LA&U Respond to what they hear with comments when being read to.</p>	<p>LA&U Make comments about what they have heard.</p> <p>S Participate in small</p>	<p>LA&U Listen attentively and respond to what they hear with relevant questions during small group interactions.</p>	<p>LA&U Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>LA&U Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>LA&U Listen attentively and respond to what they hear with relevant questions, comments and actions when being</p>

	group and one-to-one discussions.	S Offer ideas using recently introduced vocabulary.	S Offer explanations why things might happen, using recently introduced vocabulary. Express ideas using full sentences and conjunctions, with modelling and support.	Hold conversation when engaged in back and forth exchanges with their teachers and peers. S Participate in small group and class discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses.	read to and during whole class discussions and small group interventions. Hold conversation when engaged in back and forth exchanges with their teachers and peers. S 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 sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.
PD:	PD:	PD:	PD:	PD:	PD:
Using Equipment 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 activities in the setting. For example, they decide	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 scissors. Show a preference for a dominant hand.	Self-care & awareness 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 dressed and undressed, for example, putting coats on	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 safely, carrying large hollow blocks. Use a comfortable grip with good control when holding pens and pencils. Use one-handed tools and	Physical 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 as moving a long plank safely, carrying large hollow blocks.	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 rhythm. Use a comfortable grip with good control when holding pens and pencils.

<p>whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Show a preference for a dominant hand.</p>		<p>and doing up zips.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>equipment, for example, making snips in paper with scissors.</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>
<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>Develop overall body-strength, balance, co-ordination and agility. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, walking, running, skipping, crawling, jumping, hopping, climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully. Use their core muscle strength to achieve a good posture when sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside,</p> <p>Further develop the skills they need to manage the school day successfully</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, walking, running, skipping, crawling, jumping, hopping, climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
<p>GM Demonstrate balance and coordination.</p>	<p>FM Use a range of small tools, including paintbrushes and cutlery.</p>	<p>GM Demonstrate balance and coordination.</p> <p>FM Use a range of small tools, including paintbrushes and cutlery.</p>	<p>GM Move energetically such as running, skipping and jumping.</p> <p>Negotiate space safely.</p> <p>FM Using the tripod grip.</p>	<p>GM Demonstrate strength, balance and coordination when playing.</p> <p>FM Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy</p>	<p>GM Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

				and care when drawing.	FM Hold a pencil effectively in preparation for fluent writing – tripod grip. Begin to show accuracy and care when drawing.
PSED:	PSED:	PSED:	PSED:	PSED:	PSED:
Keeping and Staying Safe Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.	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 thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	Relationships 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 and elaborating play ideas. Find solutions to conflicts and rivalries, and suggesting other ideas.	Feelings and Emotions Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.	Computer Safety Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.	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', 'angry' or 'worried'.
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: -being a safe pedestrian.	Manage their own needs. - Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -toothbrushing -sensible amounts of 'screen time' -having a good sleep	See themselves as a valuable individual. Build constructive and respectful relationships. Think about the perspectives of others.	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.	Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'	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.

	routine				
MS Explain the reasons for rules.	MS Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	BR Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.	SR Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. MS Explain the reasons for rules, know right from wrong and try to behave accordingly. Confident to try new activities.	SR Set and work towards simple goals. 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. MS Explain the reasons for rules, know right from wrong and try to behave accordingly.	BR Form positive attachments to adults and friendships with peers. MS Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. SR Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
Literacy:	Literacy:	Literacy:	Literacy:	Literacy:	Literacy:
Story maps Story sequence Story structure Retelling stories Character description Poster Invitation	Talk 4 Writing Labels and captions Adjectives Description Non-Fiction - Facts Sentences Letter	Lists Instructions Labels Sentences Rhyme and Poetry Advert Questions	Diary Story Building Letter Instructions Rhyme and poetry Talk4writing -innovate Labels and captions	Story sequence Vocabulary Newspaper Article Adjectives & Description Poems Non-Fiction - Facts Recount of a visit	Talk4Writing:Story map Sentence work Questions Non-fiction - facts Write a Poem Comic strip Create stories (ICT) Booklets
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	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	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word.	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	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

<p>- page sequencing</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some of their name.</p>	<p>- the names of the different parts of a book</p> <p>- page sequencing.</p> <p>Write all of their name.</p> <p>Use some of their print and letter knowledge in their early writing.</p>	<p>the same initial sound, such as money and mother.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some letters accurately.</p>	<p>- the names of the different parts of a book</p> <p>- page sequencing</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - <p>Write some letters accurately.</p>	<p>- the names of the different parts of a book</p> <p>- page sequencing</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound. <p>Write some letters accurately.</p>
<p>Read individual letters by saying the sounds for them.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Form lower-case and capital letters correctly.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Read common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>

C Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words.	C Anticipate key events in stories.	C Use recently introduced vocabulary.	C Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. WR Read words consistent with their phonic knowledge by sound-blending. W Write recognisable letters.	C Anticipate key events in stories. Use and understand recently introduced vocabulary during 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 representing the sounds with a letter or letters.	C Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems. WR Say a sound for each letter in the alphabet and at least 10 digraphs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. W Write recognisable letters, most of which are correctly formed. Write simple phrases and sentences that can be read by others.
Mathematics:	Mathematics:	Mathematics:	Mathematics:	Mathematics:	Mathematics:
One-to-one counting Count and match sets of objects Number recognition Number order Addition 2D & 3D shapes Length	Accurate counting Numicon & number Number bonds Addition Positional and Directional language Size and order Capacity	Comparing quantities Estimation Count and match Subtraction Addition Repeating patterns Weight and Capacity Time	Number bonds Addition Subtraction Comparing number One more / one less Height Data handling Sequence events	Estimation Compare Quantities Sharing & halving Subtraction Odd & Even Coins Shapes	Counting sequence Number order Doubling Number doubles Compare 2 numbers Subtraction Composition; Number Length

Size		Direction / coordinates			Symmetry
<p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language.</p> <p>Make comparisons between objects relating to size and length.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Understand position through words alone – for example, "The bag is under the table," – no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size and capacity.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and identifies the patterns around them.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations.</p> <p>Make comparisons between objects relating to weight and capacity.</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Make comparisons between objects.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Make comparisons between objects relating to length.</p> <p>Talk about and identifies the patterns around them.</p>
<p>Count objects, actions and sounds.</p> <p>Subitise.</p>	<p>Count objects, actions and sounds..</p> <p>Link the number symbol</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p>	<p>Explore the composition of numbers to 10.</p> <p>Automatically recall</p>	<p>Subitise.</p> <p>Compare numbers.</p>	<p>Count objects, actions and sounds.</p> <p>Count beyond ten.</p>

<p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Explore the composition of numbers to 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compare length.</p>	<p>(numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Compare capacity.</p>	<p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p>number bonds for numbers 0–5 and some to 10.</p> <p>Compare numbers.</p> <p>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Compare numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Continue, copy and create patterns.</p> <p>Compare length.</p>
<p>N Subitise (Recognise quantities without counting) up to 5.</p>	<p>N Recall number bonds up to 5.</p> <p>Subitise (Recognise quantities without counting) up to 5.</p>	<p>N Have an understanding of number to 10.</p>	<p>N Subitise (Recognise quantities without counting) up to 5.</p> <p>Recall number bonds up to 5.</p> <p>NP Verbally count beyond 20.</p> <p>Compare quantities up to 10.</p>	<p>N Have an understanding of number to 10.</p> <p>NP Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds and how quantities can be distributed equally.</p>	<p>N Have a deep understanding of number to 10, including the composition of each number.</p> <p>Automatically recall number bonds up to 5 (Including subtraction facts) and some number bonds to 10, including double facts.</p> <p>NP Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Explore and represent patterns within numbers up to 10, including double facts and how quantities can be distributed equally.</p>
UW: Science	UW: Science	UW: Science	UW: Science	UW: Science	UW: Science
Exploring materials	Light and Dark	Weather and seasons	Plants and growing	STEM: People	Life cycles & Habitats

<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore how things work.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Explore and talk about different forces they can feel.</p> <p>Explore how things work.</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Use all their senses in hands-on exploration of natural materials.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Understand the key features of the life cycle of an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>
<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
<p>NW Know some similarities and differences between the natural world around them.</p>	<p>NW Explore the natural world around them.</p>	<p>NW Know some similarities and differences between the natural world around them and contrasting environments.</p> <p>Understand some important processes and changes in the natural world around them, including seasons.</p>	<p>NW Explore the natural world around them, making observations and drawing pictures of plants.</p> <p>Understand some important processes and changes in the natural world around them.</p>	<p>NW Understand some important processes and changing states of matter.</p>	<p>NW Explore the natural world around them, making observations and drawing pictures of animals.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing</p>

					<p>on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including changing states of matter.</p>
UW: History	UW: History	UW: History	UW: History	UW: History	UW: History
<p>My Family My past: Birth to 4</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Family Memories</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Old and New Lighthouses: changes</p> <p>Show interest in different occupations.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Exploring Nursery Rhymes</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Local Castle History In the past: way of life</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Family Experiences</p> <p>Begin to make sense of their own life-story and family's history.</p>
<p>Talk about members of their immediate family.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Understand that some places are special to members of their community.</p>
<p>PP Talk about the lives of people around them.</p>	<p>PP Talk about the lives of people around them and their roles in society.</p>	<p>PP Know some similarities and differences between things in the past and now, drawing on their experiences and what</p>	<p>PP Understand the past through settings, characters and events encountered in books read in class and</p>	<p>PP Know some similarities and differences between things in the past and now, drawing on their experiences and what has</p>	<p>PP Talk about the lives of people around them and their roles in society.</p> <p>PP</p>

		has been read in class.	storytelling.	been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
UW: Geography	UW: Geography	UW: Geography	UW: Geography	UW: Geography	UW: Geography
Where we live Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story. (Places visited / landmarks)	School Grounds Talk about what they see, using a wide vocabulary.	Local Beach Talk about what they see, using a wide vocabulary.	Nursery Rhyme settings 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 experienced or seen in photos.	Local Castles Talk about what they see, using a wide vocabulary.	Habitats and Environments Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story. (Places visited / landmarks)
Draw information from a simple map. Understand that some places are special to members of their community.	Draw information from a simple map.	Draw information from a simple map. Understand that some places are special to members of their community.	Draw information from a simple map. (Story settings) Recognise some similarities and differences between life in this country and life in other countries.	Draw information from a simple map.	Recognise some environments that are different to the one in which they live.
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.
Technology	Technology	Technology	Technology	Technology	Technology

E- Safety and ICT programmes <ul style="list-style-type: none"> • Online safety • Health and safety issues • Picture programme • IB/chrome books • Login school 360 • Google maps • Pedometers 	Programming and Equipment <ul style="list-style-type: none"> • Bee-bots - coding • Torches - explore light & shadows • Cameras/I-Pads • Remote control toys / robot • Video recording – Non-fiction / message 	Recording and Photography <ul style="list-style-type: none"> • Green screen - weather report • Photography • Microphones & walkie talkies • Create a photo album • E-safety 	Sounds and digital tools <ul style="list-style-type: none"> • CD player - lotto games/ stories • Tonie Box - listen to stories and songs • Video recording – nursery rhymes • Digital microscope - explore plants 	Software programmes and Websites <ul style="list-style-type: none"> • Programmes - animate objects • Keyboard and mouse skills • Algorithms • 2 create stories • Online safety • Explore websites • Google maps 	Search engine and websites <ul style="list-style-type: none"> • Online Safety • Google research • Use word - type • Emails • Explore websites - BBC learning zone • Google Earth
<p><i>Turn equipment on/off safely</i></p> <p><i>Make marks using technology</i></p> <p><i>Act if they find something they are unsure of (including identifying people who can help)</i></p> <p><i>Understand that all equipment needs to be handled carefully with respect</i></p> <p><i>Recognise that equipment must be turned on to use it and must be turned off when we are not using it</i></p> <p><i>Develop skills using equipment to make marks.</i></p> <p><i>Recognise that some equipment can connect with the internet</i></p> <p><i>Understand that the internet can be a dangerous place and no personal information</i></p>	<p><i>Turn equipment on/off safely</i></p> <p><i>Explore and interact with their environment using a range of equipment (e.g. using a camera to take photos, using an iPad to record videos)</i></p> <p><i>Make marks using technology</i></p> <p><i>Understand that all equipment needs to be handled carefully with respect</i></p> <p><i>Recognise that equipment must be turned on to use it and must be turned off when we are not using it</i></p> <p><i>Develop skills using equipment to take photographs and make videos</i></p>	<p><i>Explore and interact with their environment using a range of equipment (e.g. using a camera to take photos, using an iPad to record videos)</i></p> <p><i>Act if they find something they are unsure of (including identifying people who can help)</i></p> <p><i>Understand that all equipment needs to be handled carefully with respect</i></p> <p><i>Recognise that equipment must be turned on to use it and must be turned off when we are not using it</i></p> <p><i>Develop skills using equipment to take photographs and make videos</i></p> <p><i>Understand that the internet can be a dangerous place and no personal information should be shared</i></p> <p><i>Identify safe people in</i></p>	<p><i>Turn equipment on/off safely</i></p> <p><i>Explore and interact with their environment using a range of equipment (e.g. using a camera to take photos, using an iPad to record videos)</i></p> <p><i>Understand that all equipment needs to be handled carefully with respect</i></p> <p><i>Recognise that equipment must be turned on to use it and must be turned off when we are not using it</i></p> <p><i>Develop skills using equipment make videos</i></p>	<p><i>Make marks using technology</i></p> <p><i>Act if they find something they are unsure of (including identifying people who can help)</i></p> <p><i>Understand that all equipment needs to be handled carefully with respect</i></p> <p><i>Recognise that some equipment can connect with the internet</i></p> <p><i>Understand that the internet can be a dangerous place and no personal information should be shared</i></p> <p><i>Identify safe people in the environment that can help when they are unsure</i></p>	<p><i>Act if they find something they are unsure of (including identifying people who can help)</i></p> <p><i>Recognise that some equipment can connect with the internet</i></p> <p><i>Understand that the internet can be a dangerous place and no personal information should be shared</i></p> <p><i>Identify safe people in the environment that can help when they are unsure</i></p>

<p><i>should be shared</i></p> <p><i>Identify safe people in the environment that can help when they are unsure</i></p>		<p><i>the environment that can help when they are unsure</i></p>			
<p>Act if they find something they are unsure of (including identifying people who can help)</p> <p>Begin to plan and test instructions</p> <p>Use available applications and software to create original content Save and retrieve their original content</p> <p>Use appropriate icons, buttons or shortcuts to complete an action</p> <p>Understand that instructions must be followed in order for successful interaction with software content installed on equipment</p> <p>Recognise that some equipment has software that allows it to connect with the internet</p> <p>Understand that the internet can be a dangerous place and no personal information should be shared</p> <p>Identify safe people in the environment that can help when they are</p>	<p>Collect information using ICT (e.g. take photographs, voice recordings, text)</p> <p>Explore the functions of a simple programming tool (e.g. beebot)</p> <p>Begin to plan and test instructions</p> <p>Be aware of how too much screen time can affect overall health and wellbeing</p> <p>Recognise that some pieces of equipment have function tools that you can program</p> <p>Develop an understanding of what a safe amount of screen time means</p>	<p>Act if they find something they are unsure of (including identifying people who can help)</p> <p>Collect information using ICT (e.g. take photographs, voice recordings, text)</p> <p>Begin to plan and test instructions Understand that the internet can be a dangerous place and no personal information should be shared</p> <p>Identify safe people in the environment that can help when they are unsure</p>	<p>Collect information using ICT (e.g. take photographs, voice recordings, text)</p> <p>Explore the functions of a simple programming tool (e.g. beebot)</p> <p>Begin to plan and test instructions</p> <p>Recognise that some pieces of equipment have function tools that you can program</p>	<p>Act if they find something they are unsure of (including identifying people who can help)</p> <p>Use available applications and software to create original content</p> <p>Save and retrieve their original content</p> <p>Use appropriate icons, buttons or shortcuts to complete an action</p> <p>Follow and evaluate a set of instructions (simple algorithm)</p> <p>Be aware of how too much screen time can affect overall health and wellbeing</p> <p>Recognise that some pieces of equipment have function tools that you can program</p> <p>Understand that instructions must be followed in order for successful interaction with software content installed on equipment</p> <p>Recognise that some equipment has software that allows it to connect with the internet</p>	<p>Act if they find something they are unsure of (including identifying people who can help)</p> <p>Use available applications and software to create original content</p> <p>Save and retrieve their original content Use appropriate icons, buttons or shortcuts to complete an action</p> <p>Follow and evaluate a set of instructions (simple algorithm)</p> <p>Understand that instructions must be followed in order for successful interaction with software content installed on equipment</p> <p>Recognise that some equipment has software that allows it to connect with the internet</p> <p>Develop the skills to collect relevant information safely from the internet</p> <p>Understand and develop the skills to save and retrieve their original</p>

unsure				<p>Develop the ability to follow and evaluate a set of instructions (simple algorithm)</p> <p>Understand that the internet can be a dangerous place and no personal information should be shared.</p>	<p>content</p> <p>Understand that the internet can be a dangerous place and no personal information should be shared</p> <p>Identify safe people in the environment that can help when they are unsure</p>
EAD:	EAD:	EAD:	EAD:	EAD:	EAD:
<p>Materials and construction</p> <p>Junk Modelling Musical instruments</p>	<p>Light & Dark Colours Shadows</p> <p>Andy Goldsworthy - Natural Art</p>	<p>Colour and Printing</p> <p>Kanagawa – The Great Wave</p>	<p>Natural Art and Clay</p> <p>Giuseppe Arcimboldo - 3D art</p>	<p>Pattern and Design Construction</p> <p>Paul Klee – Castle and Sun</p>	<p>Patterns & Symmetry Drawing & Weaving</p> <p>Kandinsky – Colour and shape</p>
<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colour and colour-mixing.</p> <p>Remember and sing entire songs.</p> <p>Play instruments with increasing control to</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour-mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Listen with increased attention to sounds.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Join different materials and</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour-mixing.</p>

<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Remember and sing entire songs.</p>	<p>express their feelings and ideas.</p>	<p>heard, expressing their thoughts and feelings.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>explore different textures</p>	<p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Develop storylines in their pretend play.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance,</p>

					performing solo or in groups.
<p>CWM Safely use and explore a variety of materials.</p> <p>Share their creations.</p> <p>BI&E Invent stories with peers and their teacher.</p>	<p>CWM Safely use and explore a variety of materials, experimenting with colour.</p> <p>BI&E Perform songs, rhymes and stories with others.</p>	<p>CWM Explore a variety of tools and techniques, experimenting with colour and design.</p> <p>BI&E Perform songs with others, and try to move in time with music.</p>	<p>CWM Safely use and explore a variety of tools and techniques, experimenting with texture, form and function.</p> <p>BI&E Sing a range of well-known nursery rhymes and songs.</p>	<p>CWM Safely use and explore a variety of materials, tools and techniques, experimenting with design.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>BI&E Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>CWM Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>BI&E Perform songs, rhymes, poems and stories with others, and try to move in time with music.</p>
Music:	Music:	Music:	Music:	Music:	Music:
<p>Charanga - Me!</p> <p><i>Respond to music, searching out a steady pulse to move to.</i></p> <p><i>Be able to move to the pulse in different ways and clap the rhythm of their name.</i></p>	<p>Charanga - My Stories</p> <p><i>Respond to music in character, searching out a steady pulse to move to.</i></p> <p><i>To copy the rhythm of small phrases from the songs.</i></p>	<p>Charanga - Everyone</p> <p><i>Respond to music, inventing their own ways to find the pulse.</i></p> <p><i>To play the pulse on an instrument.</i></p>	<p>Charanga - Our World</p> <p><i>Respond to music, searching out a steady pulse to move to.</i></p> <p><i>To create their own actions and patterns.</i></p>	<p>Charanga - Big Bear Funk</p> <p><i>Respond to music, in the context of Funk music.</i></p> <p><i>To share and assess their own performance.</i></p>	<p>Charanga - Reflect, Rewind and Replay</p> <p><i>Revisit learning that has taken place.</i></p> <p><i>Consolidate learning</i></p>
<p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape</p>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape</p>

	<p>songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>(moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>(moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
<p>Listen attentively, move to and talk about music.</p> <p>Sing in a group.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings.</p> <p>Watch and talk about performance art.</p> <p>Sing in a group or on their own, increasingly matching the pitch.</p>	<p>Watch and talk about performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
<p>BIE</p> <p>Sing a known nursery rhyme.</p>	<p>BIE</p> <p>Sing a known song.</p>	<p>BIE</p> <p>Sing a range of well-known nursery rhymes.</p>	<p>BIE</p> <p>Sing a range of well-known songs.</p> <p>Perform songs and rhymes with others.</p>	<p>BIE</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others.</p>	<p>BIE</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
RE:	RE:	RE:	RE:	RE:	RE:
<p>Being special</p> <p>Where do we belong?</p> <p>Harvest</p>	<p>Incarnation (Christianity)</p> <p>Christmas</p>	<p>God (Christianity)</p>	<p>Salvation (Christianity)</p> <p>Easter</p>	<p>What times and stories are special and why?</p>	<p>What places are special and why?</p>

<p>Begin to make sense of their own life-story.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Develop their sense of responsibility and membership of a community. (PSED)</p>	<p>Continue developing positive attitudes about the differences between people.</p>	<p>Begin to make sense of their own life-story.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Develop their sense of responsibility and membership of a community. (PSED)</p>	<p>Continue developing positive attitudes about the differences between people.</p>	<p>Continue developing positive attitudes about the differences between people.</p>	<p>Continue developing positive attitudes about the differences between people.</p>
<p>Talk about members of their immediate family and community.</p> <p>Understand that some places are special to members of their community.</p> <p>See themselves as a valuable individual. (PSED)</p> <p>Build constructive and respectful relationships. (PSED)</p> <p>Describe religious stories and make connections with personal experiences</p> <p>Identify and record occasions when things have happened in their lives that made them feel special.</p> <p>Observe simply what happens at a traditional Christian infant baptism and dedication.</p> <p>Observe simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>Talk about members of their immediate family and community.</p> <p>Understand that some places are special to members of their community.</p> <p>See themselves as a valuable individual. (PSED)</p> <p>Describe simply what happens at a traditional Christian festival (Christmas).</p> <p>Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus.</p> <p>Describe religious stories (Nativity), making connections with personal experiences</p>	<p>Talk about members of their immediate family and community.</p> <p>Understand that some places are special to members of their community.</p> <p>See themselves as a valuable individual. (PSED)</p> <p>Identify things they find interesting, puzzling or wonderful in the natural world and also about their own experiences.</p> <p>Describe stories, talking about what they say about the world, God and human beings.</p> <p>Observe wonders of the natural world, expressing ideas and feelings.</p> <p>Identify how and when Christians like to thank their Creator</p> <p>Identify what people do to mess up the world and what they do to look</p>	<p>Understand that some places are special to members of their community.</p> <p>Describe religious stories and make connections with personal experiences</p> <p>Recognise and retell stories connected with celebration of Easter</p> <p>Say why Easter is a special time for Christians</p> <p>Talk about ideas of new life in nature</p> <p>Recognise some symbols Christians use during Holy Week e.g. palm leaves, cross, eggs, etc and make connections with signs of new life in nature</p> <p>Talk about some ways Christians remember these stories at Easter</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Describe religious stories and make connections with personal experiences</p> <p>Identify some of their own feelings in the stories they hear. Identify a sacred text e.g. Bible, Torah</p> <p>Describe some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what the Chanukah story teaches Jews about standing up for what is right).</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>See themselves as a valuable individual. (PSED)</p> <p>Build constructive and respectful relationships. (PSED)</p> <p>Identify somewhere that is special to themselves and say why.</p> <p>Observe that some religious people have places which have special meaning for them.</p> <p>Identify things that are special and valued in a place of worship.</p> <p>Begin to identify that for Christians, Muslims or Jews, these special things link to beliefs about God</p> <p>Develop and use appropriate words to talk</p>

<p><i>Identify people who are special to them.</i></p> <p><i>Describe what makes their family and friends special to them.</i></p>		<p><i>after it.</i></p>			<p><i>about their thoughts and feelings when visiting a church.</i></p>
<p>PP Talk about the lives of the people around them and their role in society.</p>	<p>PP Talk about the lives of the people around them and their role in society.</p>	<p>PP Talk about the lives of the people around them and their role in society.</p>	<p>PCC 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.</p>	<p>PCC 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.</p>	<p>PCC 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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction and texts.</p>
Outdoors:	Outdoors:	Outdoors:	Outdoors:	Outdoors:	Outdoors:
<p>Story den building Character crime scene – Big Bad wolf Stories in the woods Building bridges</p> <p>How to play and work outdoors safely.</p>	<p>Woodland walk Tents – camping Create a light reflection area</p> <p>Night vision cameras – wildlife in school</p>	<p>Build a boat or discover a shipwreck! A weather station Treasure hunt</p> <p>Waterways to transport boats</p>	<p>Allotments Sensory Garden Humpty Dumpty ‘Eggperiment’ day</p> <p>Build Nursery rhyme settings</p>	<p>A great discovery! Building a Castle Medieval Banquet Fantasy Adventure</p> <p>Magic potions station</p>	<p>Create a mini-beast habitat Fossil hunt – mini-beast identification Spider web weaving</p>
Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:
<p>Community walk</p> <p>Storyteller / Author Fairy Tale character Parent and baby/ grandparents Parent story telling</p>	<p>Woodland walk</p> <p>Owl/ Falconry visit Careers week – police / fire service / nurse / RNLI / vet etc.</p>	<p>Visit to the beach Lighthouse Lifeboat station Sealife centre Driftwood boat - River</p>	<p>Garden Centre Kirkley Hall – Zoological Gardens Alnwick Gardens Castle Vale gardens</p>	<p>Berwick Castle Berwick Barracks Alnwick Castle Norham Castle Bamburgh Castle Ford Castle</p>	<p>Paxton House Zoo Lab Northumberland Zoo</p>

Local Builder	Christmas: Santa/ Panto				
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