

EYFS LTP Curriculum Knowledge and Skills

Learner Centred Sequenced Experiential

Bourne Curriculum	Our curriculum is learner centred. Key person-relationships with pupils are cultivated to ensure pupils feel safe and secure. We pay close attention to the characteristics of effective learning to carefully examine the ways in which individual pupils learn. The prime areas PSED, CLL and PD are given priority, to ensure that pupils are developing the skills they need to access our learning environments and broader curriculum. Pupil's interests are used to present knowledge and skills in familiar contexts. Our curriculum is carefully sequenced using expert knowledge provided by cross trust subject leaders and teams. Our curriculum explicitly teaches pupils skills and gives time for retrieval through enabling environments. Our curriculum follows the Educational Programmes and is steeped within the local context of Sittingbourne and the surrounding villages. Trips, visitors and activities are carefully planned to secure pupils 'cultural capital'. A strong emphasis is given to early language with close attention being given to oracy, vocab and phonics.					
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Topic heading	ME & MY STORIES	WORLD CELEBRATIONS	SPACE	OUR CREATURES	Traditional Tales	HEALTHY HEROES
Themes, interests and lines of enquiry	- Settling - Building relationships - Autumn - Stories	- Worlds Celebrations - Christmas - Nativity Performance - Father Christmas	- Winter - Nighttime - Environments - Immersive stories	- Woodland, Farm, World animals - Minibeasts - Animal habitats - How were fossils made? - Where did the dinosaurs go?	- Links to values - Story language - Problem solving - Sports Day	- Healthy foods & bodies - Class caterpillars - How do plants grow? - Evil Pea escapes
Suggested key texts	The Rainbowfish The Gruffalo The Colour Monster goes to school Elmer Giraffes Can't Dance Polar Bear and the Snow Cloud You Choose The Day the Crayons Quit	The Best Diwali Ever Rama and Sita The Nativity Snowball The Christmas Pine Stickman Otto Ornament	How to Catch a star Aliens Love Underpants You Choose in Space Bob, The Man on the Moon Little People, Big Dreams: Mae Jemison Little People Big dream: Steven Hawking Whatever Next The Darkest Dark	The Big Book of Bugs The Big Book of Plants Mad About Minibeasts The Tiny Seed Little People, Big Dreams: Mary Anning Dear Zoo The Hungry Caterpillar	The Gingerbread Man Goldilocks and the Three Bears Billy Goat's Gruff Little Red Riding Hood	Super Tato Super Tato evil pea rules Super Tato veggies assemble Information books on keeping healthy Handa's Surprise Jack and the Beanstalk
WOW moments, enrichment and celebrations Trips ENRICHMENT Trips & Visitors & Risk Assessments	- Autumn Walk - Bringing in three items that mean the most to me - Making gingerbread men	- Bonfire Night - Diwali - making Diya Lamps - Remembrance Day - Christmas - Nativity - Children In Need - Anti-bullying week - Black History Month - Making soup	- Begin library talks/visits - Safer Internet Day	- Easter - Mother's Day - Easter Service - Church trip - Creepy Claws Visitor - Observing life cycle of caterpillars	- Trip to Brogdale Farm - Recipe writing - Making Gingerbread men - Hook moments e.g. food items around the class, letters from story characters, accessories from story characters	- Transition Afternoons - Parent visitors share their job roles - Dressing up as superheroes - Dressing up as real life heroes - Preparing veg and fruits - Growing beans
Parental Involvement	- Home Learning Menu - Tapestry - Staggered Start - Home/ Nursery visits - Harvest Service - Stay and Play	- Home Learning Menu - Tapestry - Nativity Performance - Parents Evening - Stay and Play	- Home Learning Menu - Tapestry - Stay and Play	- Home Learning Menu - Tapestry - Parents Evening - Stay and Play	- Home Learning Menu - Tapestry - Stay and Play	- Home Learning Menu - Tapestry - Reports sent home - Stay and Play
British Values embedded through daily practise	Democracy	Pupils may vote for the story book of the end of the day, sometimes using tens frames. Pupils vote for activities which they would like to choose from. Pupils vote for whole class action. Pupils vote for desired story books, activities and classrooms during World Book Day. Restorative Justice allows for pupils to express their opinion with fairness and respect. Behaviour policy promotes fairness and respect.				
	Rule of Law	Pupils follow class and whole school rules, pupils. Dojos and behaviour policy promote fairness. Teachers and leaders promote fairness by ensuring rules are applied fairly. Pupils are encouraged to be part of writing class rules and signing in agreement.				

	Individual Liberty	Zones of Regulation promote emotional recognition. This gives pupils a strong sense of individual liberty. Restorative Justice ensures pupils recognise that all children's feelings are valid. That we must listen to each other's opinions and points of view before deciding what is right and wrong.				
	Mutual Respect	We are all different yet extraordinary. A strong emphasis on neurodiversity and pupils' ability to explain that everyone's mind works differently ensures pupils can show mutual respect to all pupils including those who are non-verbal and make little eye contact. Relationships between all pupils is encouraged. RE lessons, PSHE lessons and text lead literacy lessons promote an understanding of children and people's differences. Restorative Justice conversations ensure that everyones voice is heard.				
	Tolerance for different faiths and beliefs	RE PSHE and No Outsiders lessons promote tolerance of differences. Resources such as multicultural toys and encouraged. A close eye on representation through all published and used resource to ensure all groups feel represented through our teaching and learning experiences. Food tasting, cultural stories, artifacts and visitors support this learning too.				
Our Values	Bourne Schools	Values				
Our Values We will 'dip in and out of each area' each term as and when we need to.	Iwade	Three communities, one family, together we learn, we grow, we achieve. Inclusive, welcoming, aspirational, diverse, extraordinary				
	Bobbing	Small in numbers, large at heart Responsible, resourceful, respectful, reflective				
	Grove Park	Working together Achieving more Respect, resilience, responsible, resourceful				
Oral Health	Where is our local dentist?	Promoting good toothbrushing	Brushing your teeth in space video – compare how we brush our teeth.	Comparing our teeth to animal teeth – learning about the different teeth we have.	Promoting good toothbrushing.	Reflection on learning – how do we keep our teeth healthy?
Suggested Texts	Going to the Dentist – Usbourne	MY Wobbly Tooth Must Not Ever Fall Out – Charlie and Lola	Why Should I Brush My Teeth? - Usbourne	Alan's Big, Scary Teeth - Jarvis	T-Rex's Terrible Tooth (book unavailable – watch via youtube)	Harry and the Dinosaurs Say Raahh
COEL	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Over Arching Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. PLAY: At Bourne Alliance, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of learning through play. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.					
Further Bourne Pedagogy	Explaining clearly, practise and retrieval, modelling expectations, scaffolding and challenge, questioning and feedback, behaviours and relationships, transitioning					
Assessment Opportunities	• RBA Baseline • Teacher Baseline • Help Parents Access Tapestry • Bourne Team Moderations • Trust Moderation • Phonics Assessments • NELI Baseline • ILP Meeting	• End of Term Assessments • ILP Meeting • Pupil Progress Meetings • Parents Evening • NELI Baselines • Trust Moderation • Phonics Assessments	• Bourne Team Moderations • Phonics Assessments • ILP Meeting • Pupil Progress Meetings	• End of Term Assessments • Pupil Progress Meetings • Parents Evening • Trust Moderation • Phonics Assessments • ILP Meeting • Pupil Progress Meetings	• Bourne Team Moderations • Phonics Assessments • ILP Meeting • Pupil Progress Meetings	• EY GLD Data • Trust Moderations • Pupil Progress Meetings • EY Reports • Phonics Assessments • Transition meetings for Year 1



	Pupil Progress Meetings					
Other Useful Links	https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1180056/DfE_Development_Matters_Report_Sep2023.pdf					

Communication and Language

Educational Programme:	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Early Learning Goals	Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Child Friendly LOs	I can listen. I can listen and repeat. I can ask questions. Why? What? How? Who? When? I can listen and do. I can reply. I can answer questions. I can put up my hand when it is my turn. I can hold a back and forth conversation. I can follow instructions. I can answer how questions. I can answer why questions. I can explain. I can use expression. I can use hand gestures. I can use and and because. I can say explain what has happened. I can infer. I can express my opinions. I can use useful sentences. I can use before and after.					
Our approach	C&L is developed throughout the year through high quality interactions, NELI, modelled talk, nursery rhymes, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies, weekly interventions, synthetic phonics and explicitly taught vocab. Our subject leaders provide a wide variety of vocabulary for us to explore too. Little Wandles asks us to discuss the meanings of new words alongside blending practise.					
Key Learning Opportunities	• Taught vocab & oracy stems • What's in the box? • Intensive interactions • Chn talking about familiar experiences and favourite things. • What are your goals/passions? • Rhyming and Alliteration games • Colour Monsters • Model talk routines during the day e.g. Good Morning. How are you? • Visual routines • Circle Times • Learning the names of our peers and adults in the school • Discuss Seasonal Changes, what do you notice?	• Taught vocab & oracy stems • Colourful Semantics • What's in the box? • Intensive interactions • Introducing oracy stem sentences • Listening and responding to stories • Taking part in class discussions • Understand how to listen carefully and why it is important • Sharing half term events. • Talk about Bonfire Night/Christmas– do you celebrate? What does that look like in your home? • Share and sequence a tale from another culture • Joining in with repeated refrains • Predict what will happen next in a story • Nativity performance – learning cues and songs • NELI Assessments	• Taught vocab & oracy stems • Colourful semantics • What's in the box? • Intensive interactions • Sequencing story events. • Re-telling unfamiliar stories • Practising asking other people questions to find out more or to check understanding • Sharing Christmas events • Discussing Road Safety • Learn French words • Where have you been on holiday? • Speaking/ performing music in front of the class with more confidence • Learning we can be silly with language – describing aliens • Learning the names of planets • Learning to pull information from videos and text	• Taught vocab & oracy stems • Colourful Semantics • What's in the box? • Intensive interactions • Sustained focus when listening to a story or conversation • Practising asking and answering who, what, where questions • Using the past tense to describe events • Mime an animal • Share half term stories • Where does this animal belong? Why/How do you know? • Talking passionately about our pets • Memory games • Show an animal – can we tell me a fact or a story you know about this animal? • Giving and following instructions about how to draw animals. • Odd One Out games • Word Association Games • Just Talk = 1 minute to chat about an image • Discuss changes we see in our caterpillars • Minibeast hunt – discussing what we saw, where the minibeasts were	• Taught vocab& oracy stems • Colourful Semantics • What's in the box? • Intensive interactions • Looking closely at illustrations, what can we learn from the images? • Identifying rhyming couplets in books • Practise asking and answering how/why questions • Telling a story using a story map • Using story language • Discussing setting and characters in a story	• Taught vocab & oracy stems • Colourful Semantics • What's in the box? • Intensive interactions • Sharing weekend news • Discuss half term adventures • Giving and following directions • Telling a story using a story map • Discuss moving to Year 1 • Exploring non-fiction books to learn information • Learning the names of plant features • Discuss how seeds grow • Talk about favourite snack/vegetable and explain why we like them

					Looking closely at fossils, what do you notice?		
Skills	Oracy	I am learning to: - Sit on my carpet space and listen to my teacher for 5-minute intervals - Sustain attention to stories and my peers when they speak - Take turns and negotiate with my peers - Articulate my ideas and interests in small groups - Make conversation using talk routines - Talk in front of a small group with confidence - Express needs clearly to my key person, adult or peer	I am learning to: - Use storytelling language to re-tell familiar tales - Use new vocabulary in my play - Listen to stories and to my teacher with increasing attention - Take turns when speaking and listen to what other say - Remember key events and characters - Imitate and repeat stories I have heard - Sequence story events - Perform in front of an audience. - Describe an experienced event to a partner. - Remember my lines	I am learning to: - Sequence lesser-known stories in order - Ask questions to find out more information - Speak in front of a bigger group - Offer an opinion	I am learning to: - Talk ‘around’ an object - Sustain focus for longer during carpet session - Respond appropriately to conversations - Process new information - Connect my ideas - Vocalise my ideas and opinions with confidence - Explain what I already know - Compare places and animals - Ask relevant questions about a story. - Use gesture to support meaning	I am learning to: - Infer meaning from images - Create rhyming couplets - Speak in front of the whole class - Explain ‘why’ - Answer how and why questions - Explain my plans - Review my achievements - Compare - Use mediative language - Orally re-tell a story in full - Narrate my own story - Use intonation and phrasing when speaking as a character	I am learning to: - Perform in front of an audience - Give clear instructions and directions - Listen carefully to instructions - Sustain attention for longer periods of time - Explore potential ideas ‘think’ and ‘wonder’ - Retrieve information from texts - Closely observe and pay attention to details
Knowledge	Oracy	I know: The Language of Argument Agreement and Disagreement He / She didn’t share / take turns I want to.... I like..... I don’t like..... I think... <i>Why?</i> I think... <i>What do you think?</i> I don’t think... <i>Why do you think this?</i> It is.... It’s not..... Yes because... No because.... I like... I don’t like....	I know: The Language of Opinion I like / don’t like... It is good/nice/beautiful It is not nice <i>‘What do you think?’</i> I think..... I think it will..... It will..... It will..... because... I think..... because... I think that.... <i>What do you think?</i> <i>What will happen if.....?</i> If.....? The Language of Prediction - Predicting I think it will... <i>‘What do you think will happen?’</i> It will..... The.....will..... The.....is going to..... This will.....because..... <i>What do you think will happen</i>	I know: The Language of Description – Describing It is big / small (size) It is (shape name) It is a (shape name) It is soft / hard or hot / cold (texture / properties) It feels like..... because... It looks like..... because... It tastes like..... because... It sounds like..... because... It smells like..... because... It is the same because.... because... It is different because..... because... <i>As above, use This looks like et</i> The Language of Evaluation – Evaluative Talk I made this train. <i>“I like the way the wheels rotate”</i>	I know: The Language of Comparison – It is the same because... It looks the same because... It feels the same because... It tastes the same because... It sounds the same because... It is different / They are different because... It is not the same. This is.....and that is.....	I know: The Language of Retelling – Events and story telling First I..... First we.... Then..... After..... And then..... <i>What did you do first? Then what happened?</i> happened first. Next.....happened. Then.....happened. happened last. Next.....and.....happened. At the end.....happened. happened in the beginning. happened in the middle. happened in the end The Language of Sequencing First... Next..... Then... After that..... and then..... happened first. Next.....happened. Then.....happened. happened last. It is.....because..... It is..... know:	I know: The Language of Hypothesis — a suggestion that tries to explain something, based on evidence What do you think? What will happen if.....? happened because..... The Language of Deduction –Making an assumption based on prior knowledge It will....because..... I think I will..... I think.....because..... It is...because..... It has...because..... <i>Why do you think this is a?</i> <i>What can you see?</i> Why did...happen?



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

Physical Development

Educational Programme:	Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.
Early Learning Goals	Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
Child Friendly LOs	I can move under and over. I can move around. I can move in different ways. I can duck and hide. I can hold tools safely. I can draw. I can sculpt. I can thread. I can skip. I can climb. I can dance. I can balance. I can hop. I can draw. I can use scissors. I can follow lines. I copy patterns. I can wipe, flush and wash. I can use the toilet safely. I can wash you hands. I can try new foods. I can try new exercises. I can talk about your body. I can talk body changes. I can talk about hygiene. I can control your clothes.
Our approach	Fine Motor Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. We provide daily opportunities for fine motor activities within our continuous and enhanced provision daily to build the children’s fine motor skills and strengths.
	Gross Motor Continuously check the process of children’s gross motor skills and ensure the children have strong control over their gross motor movements before preparing them to write in a formal manner. Provide extra help and guidance when needed. We provide daily opportunities for gross motor activities within our continuous and enhanced provision daily to build the children’s motor skills and strengths.
Key Learning Opportunities Gross Motor	Across the year, children will have the opportunity to develop gross motor skills by: • Bikes and scooters • Obstacle courses – over under, through, balance, crawl, slither, jump • Use playground equipment – climbing, pull, crawl, balance, jump, swing, slide • PE lessons – bean bag games, movement games • Use large construction • Managing own clothes (gloves, hats, scarves etc.) • Large scale painting • Large scale writing • Hula Hoops • Skipping ropes • Stilts • Skittles • Large scale chalk drawing and writing • Yoga • Sports Day • Using cleaning equipment to tidy e.g. broom, dust pan and brush • Team games e.g. parachute games

Key Learning Opportunities Fine Motor	Across the year, children will have the opportunity to develop fine motor skills by: • Threading • Turning pages in a book • Use cutlery • Handwriting patterns • Dough Disco - manipulating playdough, clay and platercine using rolling, squeezing, pulling, pinching etc. • Ribbon Dance • Scissor Control e.g. snipping, cutting different shapes and lines • Painting e.g. using finger painting, cotton buds, paintbrushes, using object to print with paint etc. • How to sit on their chairs and at tables for writing • Pencil grip • Using tools with playdough • Letter formation • Number formation • Build things with smaller linking blocks, such as Duplo or Lego. • Copying shapes • Using buttons • Weaving • Manipulating clay • Dressing and undressing independently • Cutting fruit and vegetables When fine motor opportunities are revisited, children are supported to improve their pressure and control.						
Skills	PE	Movement and Development • I can move in different ways • I can run outside • I can use bikes	Movement and Development • I can move in different ways outside • I can run outside • I can use bikes	Movement and Development • I can create different shapes with my body • I can create dances by combing movements • I can move under, over, around objects • I can move safely in different directions and speeds • Follow instructions to play a game • I can create expressive movements to a theme	Movement and Development • I can Jump from a height & land safely • I can stop, breathe and hold my muscles • I can bend my knees when I land • I can bend my knees when I lift equipment	Ball skills • I can take turns • I can experiment rolling with a ball of various sizes • I can throw objects towards a target • I can receive objects travelling towards me • I can bounce a ball on the spot and when travelling • I can kick a ball towards a target	Bat and Ball • I can use communication to support team work • I should look at the ball • I can have my hands out ready to catch • I can control my speed • I can hit a ball using a cricket bat • I can hit a ball using a tennis racket
Knowledge	PE	I know • The importance of good health & hygiene • How to travel safely • Where I can bike safely	I know • Fundamental skills (Run, Jump, Throw) • The importance of exercise • Water helps keep my mind learning	I know • My body can move in different ways • I should warm up my muscles before I exercises • Different movements needed when playing games (chasing/hiding) • A variety of movements	I know • I should stare at a spot and slowly lift off one leg to balance • Static balance • Balance in motion • Hand-eye coordination • How to move equipment safely	I know • I need to eat a range of healthy foods • My body needs exercise • Communicate with my team • The importance of good health & hygiene	I know • I can't always win • I should try to show happiness for my team • How to handle equipment carefully • What is meant by competition

				What expressive movement is			How to use equipment safely
Vocabulary	PE	Health hygiene run bike exercise travel movement	Move movement run bike jump throw exercise water mind	Shapes create body dance movements combine under over around safely speed direction warm up games muscles expressive instructions	Jump height land safely stop breath hold muscles bend knees lift balance static balance equipment hand-eye coordination	Take turns rolling throw target receive travelling bounce ball healthy foods exercise communication kick	Communication teamwork look catch control speed hit cricket bat tennis racket equipment competition
Skills	Fine Motor	I am learning to: - Isolate my fingers - Copy and trace straight and curved lines - Hold a knife and fork accurately - Use a quadruped grasp - Copy and trace the letters in my name - Snip with scissors - Form easy patterns - Manipulate playdough	I am learning to: - Thread under and over/ push pasta and beads - Cut in a continuous line - Identify the uses of playdough tools - Form harder patterns and easy cursive letters - Fasten and unfasten zips, buttons (my coat)	I am learning to: - Cut along a curved line - Use both sides of my body simultaneously - Form letters without copying them – cursive - Use playdough tools for a purpose - Copy numerals	I am learning to: - Weave in and out of objects - Cut in a continuous curved line - Select tools depending on their purpose - Use my hands and fingers to squeeze, smooth and roll clay and dough - Copy shapes - Use my dominant hand for writing - Write a wider range of cursive letters	I am learning to: - Use my wrists to make more controlled movements - Use both of my hands to roll and shape dough and clay - Use a tripod grip in my dominant hand - Cut with precision - Use a knife and fork with more independence - Fasten and unfasten buttons.	I am learning to: - Tie and untie simple knots and plaits - Use a range of tools, and my hands, to manipulate dough and clay - Form all cursive letters correctly, some joins - Colour and paint with increasing precision - Draw recognisable people with detail
Knowledge	Fine Motor	I know: - I have 4 fingers and a thumb on each hand - I can draw over the top of a line or picture - I need to move my arm or wrist to make a curved mark - I need to hold a knife in my dominant hand and saw backwards and forwards to chop food. - I hold a fork in my non-dominant hand and can use it to hold food whilst I cut it I need to open and close my hands or fingers to make scissors snip	I know: - I need to push a string through the top of my objects, then reach around and push it through the back when threading - I can move scissors forwards, whilst snipping, to cut a straight line - A rolling pin will make my playdough flat. - A knife tool will cut my playdough - A shape cutter will make pictures and patterns in my dough - I can copy letters from a grapheme chart - I need to put the bottom of my zip together to zip it up - I use a lead in and lead out line for cursive letters - My letters go on the line	I know: - I can turn my scissors, or the paper, when cutting to create a curved line - I need to hold a pencil with my thumb and two fingers (maybe still three) - I can make the left and right side of my body do the same thing at the same time - How to form the graphemes we have learnt, following the Little Wandle rhymes - I use a lead in and lead out line for cursive letters - My letters go on the line - How to form numerals correctly, using the number rhymes	I know: - I can make weaving patterns by pushing material or string ‘over and under’ an object. - I can cut in a curved line or circle by making continuous snips and rotating the paper or scissors. - I can rub my finger over clay to smooth it - I can pinch clay with my fingers to make spikes - I can roll clay in between my hands or fingers to make ‘sausages’ or round shapes - Which hand is my dominant hand - I use a lead in and lead out line for cursive letters My letters go on the line	I know: - I can move my wrists without moving my whole arm - I can use both of my hands at the same time to roll dough - I need to hold a pencil using my thumb and two fingers - I can chop up a range of food by holding it with a fork and ‘sawing’ with a knife - I need to push a button through the hole to fasten and unfasten it. - I use a lead in and lead out line for cursive letters My letters go on the line	I know: - I can loop two ends of a string around each other and push one end through the middle to tie a knot. - I can wrap pieces of string around each other to make a plait. - The purpose of a range of playdough tools and how to use them appropriately - I need to concentrate on my marks to colour within the lines - When I draw people they need a body, head, arms, legs, feet hands, facial features and hair - I use a lead in and lead out line for cursive letters - My letters go on the line
Vocabulary	Fine Motor	Snip, thread, lace, squeeze, tweezers, stack, balance.	Thread, cut, pinch, shred, pull, tear.	Thread, stack, balance, lines, trace, cut, stick, peel, stick, scrunch	Twist, squeeze, stretch, smooth, pinch, attach, join	Curved, backwards, forwards, chop	Knot, plait, undo, untie, features

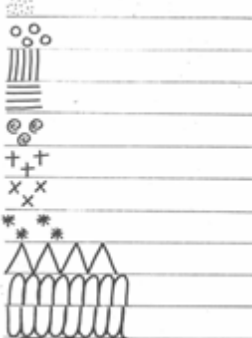
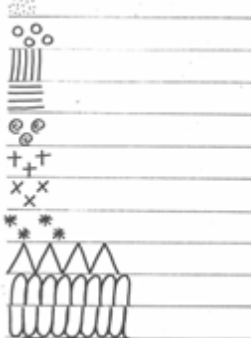
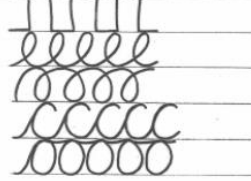
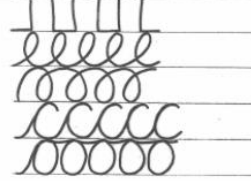
Skills	Gross Motor	I am learning to: • Ride a tricycle and scooter • Ride a balance bike • Climb safely • Work as a team • Use my arms to reach above me • Move my body in a range of ways	I am learning to: • Roll a ball in the direction I want it to go • Safely carry the large blocks and arrange them in a purposeful way • Negotiate space when going over and under objects • Hop, jump and spin • Throw a bean bag in the direction I want it to go • Move in time to a beat • Add actions to songs	I am learning to: • Join giant polydron together and copy a design • Negotiate space whilst on a tricycle or scooter • Use my whole arm to paint on a large scale • Jump off of benches and land safely • Use the hall equipment safely during PE lessons	I am learning to: • Use a hula hoop and skipping rope with accuracy and control • Balance on beams of varying sizes • Use my whole arm to reach above and to the sides • Copy yoga movements and have moments of calm • Throw and catch over a net with accuracy during PE	I am learning to: • Sweep sand into a dustpan with control • Hop and jump on one foot • Negotiate space and control more of my body • Catch and throw smaller objects with increasing accuracy in PE • Use a tennis and cricket bat to hit a ball at a target • Participate in Sports Day events, in front of a crowd • Run in a lane	I am learning to: • Negotiate space whilst carrying objects • Move over, under, around and jump off of objects safely • Balance on thinner beams or lines • Jump in different ways • Take risks • Make decisions
Knowledge	Gross Motor	I know: • I need to push off with one foot to make the scooter move • I need to peddle with both feet to make the tricycle move • I need to use my feet and hands at the same time when climbing • I can move both sides of my body at the same time and cross my midline to move in different ways	I know: • I need to look at where I want the ball or beanbag to go and push it in the right direction • I can carry two smaller blocks or one large block at a time and I need to look around me • I need to look around me when I am moving around the make sure it is safe • I can hop using one leg and jump using two. • I need to twist my body to make it spin around • I can throw under arm to throw with more accuracy and overarm to make my object go further • I can connect movements together to make a dance sequence • I need to think about travel, shape, size and speed when creating dance movements	I know: • I need to push the giant polydron together to join them • I need to look at where I am steering when I use the scooter or tricycle • The tricycle is bigger at the back so I need to think about which spaces I can move through • I need to bend my knees when I jump and when I land • I can use my hands and feet to climb up the bars in PE • I can put my arms out to help me balance • I need to tuck my head down when I do a forward roll • I can change the shape of my body to make big, wide, shapes or small, long shapes	I know: • I need to put a hula hoop around my waist and rotate my hips to make it move • I need to hold a skipping rope in both hands and jump at the right time when I swing it • I can use my arms to help me balance • Stretch up, down and to the sides to reach further and create longer movements	I know: • I need to sweep slowly so that the sand goes where I want it to go • I can hop on one foot and jump on one or two feet • Where each part of my body is and how to control it • Exercise helps to build my strength and stamina • I can use one hand to throw and objects and two to catch an object.	I know: • I need to look where I am going when I am carrying objects • How to safely move under, over, around and jump off of objects • Core strength helps me to balance
Vocabulary	Gross Motor	Push peddle climb move tricycle scooter blaance bike team safe reach	Travel movement throw twist hop jump underarm overarm sequence carry push direction look spin roll space beat actions	Join copy space paint scale jump land push look steer bend knees hands feet arms climb balance tuck head forward roll shape big wide small long	Hula hoop skip skipping rope accuracy control balance beam reach above side yoga movement throw catch waist rotate hips jump swing stretch up down	Sweep hop jump feet body control space catch throw accuracy tennis racket cricket bat hit ball sports day exercise stamina	Space carry over under around jump safe balance risk decisions look core strength

Personal, Social & Emotional Development

Educational Programme:	Educational Programme: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Early Learning Goals	Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.					
Our approach	PSED is developed throughout the year through high quality interactions such as restorative justice, daily group discussions, sharing circles, PSHE KAPOW lessons and National Online Safety Lessons, No Outsiders, Zones of Regulation and much more, pupils are taught to recognise emotions understanding them and how to seek help to coregulate. Pupils are given self-regulation skills to practise too. We use British Values guidance and teams to support pupils understanding of right and wrong, teamwork and how to function well socially in larger groups.					
Key Learning Opportunities	Across the year, children will have the opportunity to develop their personal, social and emotional development by: • Learning the routines of school, school values, learning chart and Dojo points • Building new relationships with peers and teachers • Learning to share, be kind, polite and considerate • Looking after belonging, school property, the environment • Comparing similarities and differences with my peers • Recognising feelings – The Colour Monster and Zones of Regulation • Learning techniques to help deal with our feelings – Zones of Regulation • Meeting Pantasaurus • Brain breaks/ movement breaks and water • Caring for animals and the world around me • Fire safety • Road Safety • Team building • Different traditions • Stranger Danger/Clever Never Goes • British Values • Likes and Dislikes • Sun Safety					
NOS units		Self-Image and Identity	Online Relationships and Reputation	Online bullying and Managing Online Information	Health, wellbeing and lifestyle and Privacy and Security	Copyright and ownership
No Outsiders Focus and Text	To choose what I like – You Choose	It’s ok to be different – Red Rockets and Rainbow Jelly	To say hello – Hello Hello	All families are different – The Family Book	To celebrate my family – Mummy, Mumma and Me	To make a new friend – Blue Chameleon

Skills	PSHE Kapow	Self-Regulation – My Feelings - Identifying and expressing my own feelings - Exploring coping strategies to help regulate emotions. - Exploring ways to moderate behaviour, socially and emotionally. - Exploring different facial expressions and identifying the different feelings they can represent.	Building Relationships – Special Relationships - Learning how to talk about our families and discussing why we love them. - Talking about people that hold a special place in my life. - Thinking about what it means to be a valued person - Developing strategies to help when sharing with others. - Exploring the differences between us that make each person unique.	Managing Self – Taking on Challenges - Beginning to understand why rules are important in school. - Considering why it is important to follow rules. - Coping with challenge when problem solving. - Learning to work as a member of a team. - Exploring coping strategies to help regulate emotions. - To know some strategies to calm down.	Self and Regulation – Listening and Following Instructions - Developing listening skills. - Identifying how characters within a story may be feeling. - Coping with challenge when problem solving.	Building Relationships – My Family and Friends - Developing strategies to help when sharing with others - Exploring what makes a good friend. - Considering the perspectives and feelings of others. - Learning to work as a member of a team.	Managing Self – My Wellbeing - Exploring how exercise affects different parts of the body. - Discussing ways that we can take care of ourselves. - Exploring what it means to be a safe pedestrian.
Knowledge	PSHE Kapow	I know: - To name some different feelings and emotions. - To know some strategies to calm down. - To know that facial expressions can give us clues as to how a person is feeling	I know: - To name and describe the different members of our families. - To understand that all families are valuable and special. - To know that I am a valuable individual. - To understand that all people are valuable. - To know that we share toys so that everyone feels involved and no one feels left out or upset.	I know: - To know that some rules are in place to keep us safe. - To know that it is important to help, listen and support others when working as a team. - To know that we have rules to keep everything fair, safe and enjoyable for everyone. - To know that I can learn from my mistakes. - To know some strategies to calm down.	I know: - To know that it is important to tell the truth. - To know that it is important to help, listen and support others when working as a team.	I know: - To know that we all have different beliefs and celebrate special times in different ways. - To understand that different people like different things. - To understand that we all have similarities and differences and that make us special. - To know that we share toys so that everyone feels involved and no one feels left out or upset. - To know that it is important to help, listen and support others when working as a team.	I know: - To know that exercise means moving our body and is important. - To know that yoga can help our bodies and minds relax, - To know that having a naturally colourful diet is one way to try and eat healthily, - To know how to behave safely on the pavement and when crossing roads with an adult.
Vocabulary	PSHE Kapow	Worried angry sad calm excited surprised tired scared proud shy loved bored sorry expression face facial expression emotion feeling Joyful Frustrated Grateful Proud Calm Lonely Excited Confident Nervous	Love valuable special unique different share sharing friend take turns timer interests hobby passion like dislike enjoy different similar unique special Individual share sharing friend take turns friendly kind polite friend kind compliment support loved appreciated happy festival special event religion culture beliefs tradition	Share friend take turns kind feelings emotions friend kind compliment support loved appreciated happy walk hazard safe careful listen alert crossing sensible pedestrian	Rules reason right wrong safe confident comfortable fair equal enjoyable calm orderly Respect Sharing Caring Turn-taking Empathy Friendship Kindness Cooperation Listening Helping	Exercise movement healthy heart rate breathing heart lungs brain bones muscles Hygiene Exercise, Rest, Nutrition, Energy Balanced Mindful Strength Relaxation Growth	Challenge difficulty persistence perseverance trial and error Fairness Community Rules Responsibility Safe Teamwork Honest Promise Decision Leader

Literacy	
Educational Programme:	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)
Early Learning Goals	Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
Our approach Reading	We begin teaching the children phonics in week 2 of Reception. We follow the Little Wandle Letters and Sounds Programme and teach whole class phonics lessons daily. We regularly assess the children's progress so that we can put interventions in place as soon as possible if needed. In Reception, we focus on introducing and consolidating Phase 2 and Phase 3 GPC's and tricky words. We have 3 guided reading sessions focusing on decoding, prosody and comprehension, thus allowing the children to build a range of skills throughout the week and build confidence with the text before taking it home to show their accomplishments with their families. The children also take home a 'Reading for Pleasure book' of their choosing from the class libraries to develop a love of reading.
Our approach Writing	Practitioners use Drawing Club in Term 1 to spark pupils' interest in mark making, improve fine motor and ensure pupils know their marks hold meaning. This child led approach is utilised throughout the year to support early writers. Writing opportunities are often text, context or topic led to support pupils' engagement in cross curricular learning. Writing sessions play close attention to pupil's cognitive load, by ensuring one skill can be focused on at a time. Scaffolded resources are used to support pupils understanding of segmenting and sentence structure. We have a designated reading book corners in the classroom which offer a cosy space to enjoy books. The texts are changed regularly depending on our topics and the children's interests. Small worlds and role play areas often show links to the key texts.
Key Resourcing	Little Wandle phonics inputs, Drawing Club, writing opportunities, Letterjoin handwriting sessions, Colourful Semantics scaffolding, Writing Areas, Pictorial Grapheme mats, Widgit, story mapping, local maps
Key Learning Opportunities Reading & Writing	Across the year, children will have the opportunity to develop their literacy skills by: • Reading familiar stories and traditional tales • Reading stories based on topics • Reading stories based on children's interests • Reading Non-Fiction books • Little Wandle Phonics lessons • Little Wandle Reading sessions • Identifying Characters and Settings • Sequencing familiar stories • Learn the features of books • Reading visual timetables • Playing rhyming, alliteration and environmental sound games • Name recognition on trays etc • Using videos and/or clips • Drama opportunities • Word games • Poems Joining in with repeated phrases • Asking questions about books • World Book Day

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

Skills		Word Reading	READING	• Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes • Read accurately `by blending sounds in unfamiliar words containing GPC's that have been taught • Read common exception words • Read aloud accurately, books that are consistent with their developing phonics knowledge
		Clarify vocabulary	Discuss word meanings, linking new meanings to those already known	• Draw on vocab provided by the teacher to understand books • Discuss word meanings, linking new meanings to those already known • Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases • Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum • With support pick out some key words in a text (e.g. find a word that tells us how the character is feeling)
		Retrieval	Explain clearly their understanding of what is read to them. Recognise and join in with predictable phrases	• Draw on what they already know or on background information from the teacher to understand books • Identify the main character in a story or the subject of non-fiction text • Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales • Identify main events or key points in texts • Answer literal retrieval questions about the text
		Sequencing /Summarising	Retell key stories, fairy stories and traditional tales, and consider their particular characteristics	• Sequence a simple story or event and use this to re-enact and retell
		Inference	Being encouraged to link what they read or hear read to their own experiences Make inferences on the basics of what is being said and done	• Give some reasons why things happen or characters change • Begin to express a view and use evidence in the text to explain reasons
		Prediction	Predict what might happen on the basis of what has been read so far	• Make predictions on the basis of what has been read so far • Discuss the blurb and title of a book • Predict events and endings and how characters will behave Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development
		Structure and organisation	Discuss the significance of the title and events	• Distinguish between fiction and non-fiction texts • Understand the way that information texts are organised and use this when reading simple texts • Understand and use correctly terms referring to conventions of print: book cover, beginning, end, page, word, letter
		Language choice	Draw on vocab provided by the teacher Recognise and join in with predictable phrases Learn to appreciate rhymes and poems and to recite some by heart	• Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases Pick out some key phrases in fairy stories and traditional tales, e.g. repetition, once upon a time, fee fi fo fum

Knowledge	Reading	I know: • The pattern of words in stories • I can copy phrases from stories and join in with storytelling • If I listen carefully I can distinguish which animal or instrument is making the sound I hear • Alliteration is when two words begin with the same letter • Words which rhyme have the same final sounds • Which letters are in my name and what they are called • Stories have a beginning, middle and end • Traditional stories begin with ‘Once Upon a Time’ or ‘One Day’ and end with ‘The End’ or ‘They Lived Happily Ever After’ • I know the front cover, back cover, spine	I know: • Fiction books are made up stories with illustrations • Non-fiction books usually have real photos and tell us real facts • Print carries meaning and can be assigned to objects and images • An author writes books and illustrators draw the pictures • When there are multiple words next to each other they may a sentence or caption. • Page numbers and how to find the correct page • How to find answers to questions using the pictures • How to create expression with my voice	I know: • Atlases are books that show maps of the world • The contents page tells us which page to look at for specific information • Books tell me information • I can use photos from books for information • Which books I like and dislike • How to find answers for questions using words and pictures • How to create expression with my voice	I know: • When there are lots of words next to each other it makes a sentence • When a sentence is missing a word or doesn’t make sense • I can listen to a story and picture the images in my head, without seeing a book • I can read what I have written to check it makes sense and I have spelt words phonetically • How to find answers for questions using words and pictures • How to create expression with my voice	I know: • I can question what I have read or heard to find out more or clarify my ideas • Illustrations in books can tell me lots of information and give me clues about what is happening or what might happen next • I can read my own writing to see if I have missed out any words or made any spelling mistakes • Sometimes the same characters appear in different books • How to find answers for questions using words • How to create expression with my voice	I know: • The blurb tells me a bit about the book I am reading before I read it • I can write jokes and silly sentences with words • How to find answers for questions using words • How to create expression with my voice
Knowledge	Writing Ongoing across the year:	Compose a sentence orally before writing it Memorise the sentence by repeatedly saying it aloud Dictate sentences ensuring they contain only the taught sound-letter correspondences Discuss what they have written with the teacher or other pupils Re-read what they have written to check that it makes sense					
	Writing	Give meaning to marks that they see in different places Give meaning to marks as they draw, write and paint Hear and say the initial sound in words Segment the sounds in simple words and blend them together Use some clearly identifiable letters to communicate meaning	Begin to form lower-case letters correctly Spell words by identifying the sounds and then writing the sound with letter(s) Write labels Write all of their name	Form lower-case letters correctly with increasing accuracy Spell words by identifying the sounds and then writing the sound with letter(s) Write short sentences/captions with words with known sound-letter correspondences Have an awareness of leaving spaces between words when writing a sentence	Form lower-case letters and capital letters correctly with increasing accuracy Attempt to write short sentences in meaningful contexts Begin to leave spaces between words Have an awareness of a capital letter and full stop when writing a simple sentence	Form lower-case and capital letters correctly with increasing accuracy Write short sentences with words with known sound-letter correspondences using capital letters and full stops Leave spaces between words Spell an increasing number of common irregular words Know that the personal pronoun ‘I’ has a capital letter	Form lower-case and capital letters correctly Write simple sentences which can be read by themselves and others (applying taught phonics sounds) Spell an increasing number of common irregular words Know that the personal pronoun ‘I’ has a capital letter

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

Mathematics

Educational Programme:	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , 'have a go' , talk to adults and peers about what they notice and not be afraid to make mistakes.
Early Learning Goals	Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Our approach	Our approach We use NCETM Mastering Number at Reception programme to secure firm foundations in the development of good number sense for all children. Children learn cardinality and counting, comparison, composition, pattern, shape space and measure to ensure every opportunity for learning is embedded within our teaching and learning, environment and high-quality interactions. In Reception we also the NCETM support materials linked to the Numberblocks programme to embed number fluency. Our lessons are also supplemented with shape, space and measure challenges. Maths is also of our continuous provision within our classroom and the children are encouraged to use what they have learnt during adult guided sessions in their play through carefully planned activities and adult interaction.
Key Learning Opportunities	Across the year, children will have the opportunity to develop their literacy skills by: • Learning daily routines • Ordering and sequencing • Matching and sorting activities • Comparing size, mass and capacity • Copying simple patterns and creating their own (including symmetry) • Singing nursery rhymes with numbers • Exploring positional language • Identifying, subitising and representing numbers • Investigating shapes through different activities (2D and 3D shapes) • Practising number formation in a variety of ways (e.g. flour, glitter, rice, pens, pencils) • Counting activities (including recognising and representing numbers, one more/one less) • Investigating with manipulatives (including numicon, cubes, number blocks, counters etc.) • Learning to record in different ways (pictograms, tally chart, part whole models and ten frames) • Number bonds to 10 activities • Adding and subtracting activities • Problem solving activities • Exploring and comparing length and height • Doubles to 10 activities • Odd and even activities • Sharing/halving/grouping activities • Exploring money through the environment and role play • Exploring and investigating numbers beyond 10

Progression of Skills and Knowledge	NCTEM	Pupils will build on previous experiences of number from their home and nursery environments and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.	
		Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts		Pupils will: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a ‘double’ and connect this to finger patterns • sort odd and even numbers according to their ‘shape’ • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers		Pupils will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek	
Vocabulary to be used at all times in environment and discussions		Number names (0-20) Positional language (on, next to, behind, in front of, under) Time/ordering language (night, evening, morning, afternoon, day, before, after, today, tomorrow, yesterday, then, next, first, second, third) Same Different Count Capacity language (full, empty, half full/empty)					
Vocabulary		Sorting, same, different, subitise, patterns, tall, short, longer, long, shorter, ordering, 1,2,3,4,5, 5 frame, part part whole	Sorting, same, different, subitise, patterns, tall, short, longer, long, shorter, ordering, 1,2,3,4,5, 5 frame, add, part part whole, circle, triangle, square, rectangle, more, less, fewer, sides, straight, curved	Sorting, same, different, subitise, patterns, tall, short, longer, long, shorter, ordering, 1,2,3,4,5, 5 frame, add, part part whole, circle, triangle, square, rectangle, more, less, fewer, sides, straight, curved, corner, more than, less than, equal groups, unequal groups, altogether, heavy, light, heavier than, lighter than, 6, 7, 8, 9, pair, how many, 3D shapes (cube, sphere, pyramid, cone), 2D shapes	Sorting, same, different, subitise, patterns, tall, short, longer, long, shorter, ordering, 1,2,3,4,5, 5 frame, add, part part whole, circle, triangle, square, rectangle, more, less, fewer, sides, straight, curved, corner, more than, less than, equal groups, unequal groups, altogether, heavy, light, heavier than, lighter than, 6, 7, 8, 9, 10 pair, how many, 3D shapes (cube, sphere, pyramid, cone), 2D shapes, counting forwards, counting backwards, longest,	Sorting, same, different, subitise, patterns, tall, short, longer, long, shorter, ordering, 1,2,3,4,5, 5 frame, add, part part whole, circle, triangle, square, rectangle, more, less, fewer, sides, straight, curved, corner, more than, less than, equal groups, unequal groups, altogether, heavy, light, heavier than, lighter than, 6, 7, 8, 9, 10 pair, how many, 3D shapes (cube, sphere, pyramid, cone), 2D shapes, counting forwards, counting	Sorting, same, different, subitise, patterns, tall, short, longer, long, shorter, ordering, 1,2,3,4,5, 5 frame, add, part part whole, circle, triangle, square, rectangle, more, less, fewer, sides, straight, curved, corner, more than, less than, equal groups, unequal groups, altogether, heavy, light, heavier than, lighter than, 6, 7, 8, 9, 10 pair, how many, 3D shapes (cube, sphere, pyramid, cone), 2D shapes, counting forwards, counting backwards, longest, shortest,



				shortest, repeating patterns, order, fewer, double	backwards, longest, shortest, repeating patterns, order, fewer, double, patterns, match, estimating, subtraction, matching, sharing, equal, unequal, half, grouping, left over, odd, even, 1 more/less, faces, edge	repeating patterns, order, fewer, double, patterns, match, estimating, subtraction, matching, sharing, equal, unequal, half, grouping, left over, odd, even, 1 more/less, faces, edge, plus, equals, most, less, least, measure, missing, taking away
Number Blocks	Week 1: One, Two, Three Week 2: Four, Five Week 3: Off we go Week 4: How to count Week 5: Stampolines Week 6: The whole of me	Week 1: Holes Week 2: Six, Seven Week 3: Eight, Nine Week 4: Ten, Just add one Week 5: Blast off Week 6: Counting sheep	Week 1: Double trouble Week 2: The three threes Week 3: Odds and evens Week 4: Fluffies Week 5: The two tree Week 6: Numberblock Castle	Week 1: Ten green bottles Week 2: Blockzilla Week 3: The numberblocks express Week 4: Fruit Salad Week 5: Peekaboo Week 6: Numberblock Rally	Week 1: Ten again Week 2: Flatland Week 3: Pattern palace Week 4: The legend of big tum Week 5: The wrong number Week 6: The way of the rectangle	Week 1: Eleven, Twelve Week 2: Thirteen, Fourteen Week 3: Fifteen Week 4: Tween Scenes Week 5: Ten's place Week 6: Balancing bridge

Understanding the World

Educational Program me:	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.						
Early Learning Goals	Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.						
Our approach	We incorporate Understanding of the World through our Discovery Curriculum, making links to the natural world, science and investigations, technology, geographical skills and learning about the past. We also have weekly RWV lessons. Young children are naturally inquisitive about the world around them so there are frequent opportunities within our daily provision to build upon the children’s interests and allow strong adult interaction and conversations about what the children notice and discover during their play.						
Key Learning Opportunities	• Exploring the classroom and school environment • Similarities and Differences • Investigating and exploring maps (including digital maps) • Learning about our different families and homes • Looking at different types of changes (age, seasons, growing etc.) • Comparing (family, places, seasons, environments etc.) • Learning about different celebrations throughout the year • Using observational skills • Exploring sounds and senses • Using navigational language • Learning about significant people linked to topic • Using pictures, videos, books, artefacts and other sources to learn more about a topic • Visits to places in local area • Using different technology (iPads, Cubettos, Purple Mash)						
Progression of Skills and Knowledge	French – Iwade and Bobbing	N/A	N/A	I can: • Greet and say goodbye in French • Introduce myself in French • Learning to say your name in French Saying hello ‘Bonjour’, ‘Salut’, and goodbye ‘Au revoir’ Je m’appelle – My name is.... Comment ça va? –how are you? Ça va bien- I am well. Ça ne va pas! - I am not well.	I can: • Say numbers 1-12 in French • Say my age in French • Name family members in French le père: father la mère: mother le frère : brother la soeur: sister le bébé : baby	I can: • Say some pets in French • Say some colours in French • Say what colour a pet is Pets Un chien = a dog Un chat = a cat Un lapin = a rabbit Un cochon d’Inde = a Guinea pig Un oiseau = a bird Un hamster = a hamster Un poisson = a fish Une gerbille = a gerbil	I can: • Say some foods in French • Say some drinks in French • Say if I like a food or drink in French Qu'est-ce que tu aimes? = What do you like? J’aime = I like Je n’aime pas = I don’t like Les frites = chips Les chips = crisps Les bonbons = sweets Le fromage = cheese Le jambon = ham Un sandwich = a sandwich

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

		Scientist: Beatrix Potter	Changes in Winter Children investigate and experience things Notices similarities, difference and changes Scientist: Mae Jemison				Record what they notice Scientist: Jacques Cousteau
Vocabulary	Science (White Rose)	Field, sty, barn Rough, spikey, heavy, light, senses Seasons	Sticky, storms, fog, misty, rainy cloudy, snowy, Autumn Melt, change, same, different Winter, freeze, frozen, frosty, hibernate	Nocturnal, night, day, shadow Push, pull, surface, magnet, attract, repel Float, sink, full, empty	Desert, jungle Root, soil, stem, shoot, leaf, beanstalk	Minibeast, habitat, crawl, slither Investigate Test, material, waterproof	Sea/Ocean, city, pollution, recycling Choice, exercise, active
Knowledge	History KNOWLEDGE	I know: Time passes and people grow older Know who is in their family/important to them Humans grow and develop Know that actions lead to outcomes (e.g., "I eat food → I grow")	I know: Past events are remembered and celebrated Celebrations are important events for families/communities Festivals and light bring people together Soldiers are remembered for their contributions Celebrations may change but families continue traditions Celebrations/festivals repeat each year e.g. Remembrance Day, Christmas, Harvest Events happen because of preparation/planning Light and fire bring warmth/celebration	I know: Humans have explored space Astronauts explore space Know that we can now get evidence from books, computers and other technology (links to telescope and space technology) Know that humans go to space to find out more about it	I know: Know animals grow and develop Animals have changed over time There are different creatures now than there were a long, long time ago Know that we can now get evidence from videos, books, computers and other technology (for animals that are extinct like dinosaurs we use fossils)	I know: Know about events that happened in the past through traditional tales	I know: To know key events in the summer term e.g. School trip I meet my new teacher. Summer holidays Know what key events have happened over the year

			Soldiers fought, so we wear poppies				
Skills	History	I am learning to: Use terms like before, after, now; sequence familiar events Sequence personal timeline (baby, toddler, child) Explain why family members/events are important Know what my parents do e.g. jobs Describe what has changed and what stayed the same Explain simple cause-effect using because/so	I am learning to: Explain significance of festivals and celebrations Recognise importance of Remembrance Day Identify similarities and differences in celebrations (e.g. use of light, music) Explain why celebrations happen Explain why light is important in festivals Explain why we remember events	I am learning to: Sequence how astronauts get to the moon Use terms like before, after, now Explain why astronauts are important Use books, pictures and technology (e.g. kindles and iPads) to find out information about a topic Explain why humans explore space	I am learning to: Use everyday language to describe aging, changing or dying. Explain how animals change and grow Use books, pictures and technology (e.g. kindles and iPads) to find out information about a topic	I am learning to: Talk about past and present events in their own lives.	I am learning to: Explain why key events have been important to the and who has been important to them.
Vocabulary	History	Before, after, then, now change, old, new, toddler	Traditions, Remembrance, same/different, past	Sequence, first, evidence, investigate	Old, extinct, aging, dying, changes	Yesterday, today, tomorrow	Events
Knowledge	Computing (Purple Mash)	Technology around us To know the technology used in the home. To know the different technology that is used outdoors. To know what technology used in the wider world.	Drawing Skills To know the different features and controls to draw and paint on the computer	Robots To know what forwards, backwards and turn means To know why it is important instructions need to be clear To know the program functions of floor robots	Photography To know how to take photos using different devices (camera, iPad, kindle etc)	Hardware To know how to care for and clean keyboards and touch screens To be able to understand why food should be kept away from devices. To know safe ways to transport portable devices. To be able to identify electrical safety as important. To begin to understand what technology is.	Using an individual log in To know what a login is To know why having a password is important To know why we save work on devices
Skills	Computing (Purple Mash)	Technology around us Talk about what technology is used at home Talk about what technology is used outdoors Talk about what technology is used in the world around me	Drawing Skills To select colours when painting on the computer Draw pictures on the computer to go with my work Use a computer to draw with different widths of pens	Robots To be able to describe a route that is in progress. To be able to describe a route taken by another person while it is being enacted. To be able to follow a route taken by another person after it has been enacted. To plan routes for toy vehicles. To follow a plan for a toy vehicle.	Photography To be able to look at photos and identify features. To be able to take photos using a device.	Hardware To be able to take appropriate actions before using technology. To be able to relate being gentle and sharing to the use of devices. Talk about the dangers of electric shock from plugs and wires	Using an individual log in To be able to get on the Purple Mash/Mini Mash login page at school To use login shortcuts To login in picture password To login in numbers To login in in words To save work in my own folder using Mini Mash/Purple Mash

			Use different tools that I can draw with on the computer Use the undo button correctly To use the erase button Use a touchscreen device purposefully To draw on a computer using a mouse	To use the buttons on a floor robot to make it move. (Beebots/Cubettos) To purposefully use the buttons on a floor robot to make it move one step at a time. To be able to input a program of 2 or 3 steps into a floor robot and then run the program to make it move. To be able to interpret simple instructions to predict the outcome. To be able to plan and input instructions for a floor robot one step at a time. To be able to plan and input instructions for a floor robot more than one step at a time			To find and complete 2Dos that my teacher has set for me
Vocabulary	Computing	Device, tablet, computer, technology	Controls, erase, undo	Robot, plan, instructions, forwards, backwards, turn, clear	Photo, camera, pictures	Danger, plugs, wires, electric	Security, safety, login, 2Do, save, folder, password
Topic	RWV KAPOW Topic	What makes us special?	What are special times? Why are some stories special? (Lesson 5)	What makes the world special? (Lesson 1-4)	What makes the world special? (Lesson 5) Why are some places special? (Lesson 1-4)	Why are some places special? (Lesson 5) Why are some stories special? (Lesson 1-4)	Why are some things special?
	RWV 'Say hello to...'	Grace and Hannah	Samit	Wilf and Tanya	Arjan	Imran	
Knowledge	RWV	- To know that beliefs are things people think are true. - To know that some people have different beliefs about God. - To know that there are groups of people who have similar beliefs. Wisdom and Morality	- To know that beliefs are things people think are true. - To know that some people have different beliefs about God. Practices - To know that there are groups of people who have similar beliefs.	- To know that beliefs are things people think are true. - To know that some people have different beliefs about God. Practices - To know how and why some people celebrate special times. Wisdom and Morality - To know that stories can help us to learn how to behave. - To know that some stories are special to different people for different reasons. - To know that speaking to others can help us to learn.	- To know that beliefs are things people think are true. - To know that some people have different beliefs about God. - To know that there are groups of people who have similar beliefs. Wisdom and Morality - To know that speaking to others can help us to learn. Community and belonging - To know that some places are special to	- To know that beliefs are things people think are true. - To know that some people have different beliefs about God. - To know that there are groups of people who have similar beliefs. Practices - To know that special objects should be treated carefully. Wisdom and Morality - To know that stories can help us to learn how to behave. - To know that some stories are special to different	- To know that beliefs are things people think are true. - To know that some people have different beliefs about God. - To know that there are groups of people who have similar beliefs. Practices - To know that some objects are special to different people for different reasons. - To know that special objects should be treated carefully. Wisdom and Morality - To know that speaking to others can help us to learn.

		- To know that stories can help us to learn how to behave. - To know that speaking to others can help us to learn. Community and belonging - To know that being part of a community is important to many people.	- To know how and why some people celebrate special times. Wisdom and Morality - To know that speaking to others can help us to learn. Community and belonging - To know that being part of a community is important to many people.		different people for different reasons. To know that there are people in the community who help others to explore their beliefs and guide them.	people for different reasons. To know that speaking to others can help us to learn.	
Skills	RWV	- Asking questions about things they see and experience. - Listening to and discussing some religious or belief stories. - Talking about their beliefs and listening to others' beliefs. - Meeting and talking to people with different beliefs. - Engaging in role play and drama based on simple stories. - Sequencing and retelling events in simple stories.	- Asking questions about things they see and experience. - Listening to and discussing some religious or belief stories. - Talking about their beliefs and listening to others' beliefs. - Meeting and talking to people with different beliefs. - Engaging in role play and drama based on simple stories. - Sequencing and retelling events in simple stories.	- Asking questions about things they see and experience. - Listening to and discussing some religious or belief stories. - Talking about their beliefs and listening to others' beliefs. - Meeting and talking to people with different beliefs. - Engaging in role play and drama based on simple stories. - Sequencing and retelling events in simple stories. - Noticing similarities and differences between their own and their peers' beliefs. - Talking about things which are of value or importance to them and others. - Answering questions about their own beliefs and the people, places and objects they value.	- Asking questions about things they see and experience. - Listening to and discussing some religious or belief stories. - Talking about their beliefs and listening to others' beliefs. - Exploring special places in the community. - Meeting and talking to people with different beliefs. - Engaging in role play and drama based on simple stories. - Sequencing and retelling events in simple stories. - Noticing similarities and differences between their own and their peers' beliefs.	- Asking questions about things they see and experience. - Listening to and discussing some religious or belief stories. - Talking about their beliefs and listening to others' beliefs. - Meeting and talking to people with different beliefs. - Engaging in role play and drama based on simple stories. - Sequencing and retelling events in simple stories. - Noticing similarities and differences between their own and their peers' beliefs. - Talking about things which are of value or importance to them and others. - Answering questions about their own beliefs and the	- Asking questions about things they see and experience. - Listening to and discussing some religious or belief stories. - Talking about their beliefs and listening to others' beliefs. - Talking about objects that are special to them and listening to others talk about their special objects. - Meeting and talking to people with different beliefs. - Engaging in role play and drama based on simple stories. - Sequencing and retelling events in simple stories. - Noticing similarities and differences between their own and their peers' beliefs. - Talking about things which are of value or importance to them and others. - Answering questions about their own beliefs and the people, places and objects they value.

		- Noticing similarities and differences between their own and their peers' beliefs. - Talking about things which are of value or importance to them and others. - Answering questions about their own beliefs and the people, places and objects they value. - Using full sentences to answer open questions about their own beliefs and the people, places and objects they value.	- Sequencing and retelling events in simple stories. - Noticing similarities and differences between their own and their peers' beliefs. - Talking about things which are of value or importance to them and others. - Answering questions about their own beliefs and the people, places and objects they value. - Using full sentences to answer open questions about their own beliefs and the people, places and objects they value.	Using full sentences to answer open questions about their own beliefs and the people, places and objects they value.	- Talking about things which are of value or importance to them and others. - Answering questions about their own beliefs and the people, places and objects they value. - Using full sentences to answer open questions about their own beliefs and the people, places and objects they value.	people, places and objects they value. Using full sentences to answer open questions about their own beliefs and the people, places and objects they value.	Using full sentences to answer open questions about their own beliefs and the people, places and objects they value.
Vocabulary	RWV	Belief, care, Christian, God, respect, special	Christmas, celebrate, Diwali, festival, Hindu, Jesus	Creation, Easter, Jewish, Muslim	Bible, Church, community, Mosque, special, prayer	Qur'an	Candle, Hanukkah, symbol

Expressive Arts & Design

Educational Programme:	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.						
Early Learning Goals	ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.						
Our approach	At Our settings, we teach Art, DT through the KAPOW scheme of learning to support progression cross the school. We use Charanga (Bobbing and Iwade) and Sing up (Grove Park) to teach Music. In Reception, we teach music each week. Each term we focus on either DT or Art or both. Though, all are readily available in our creative areas. Within our creative areas the children can develop their own ideas and skills further through their play. These areas are enhanced with different materials, tools and techniques each week to encourage the children to expand their skills whilst building upon what we have learnt.						
Key Learning Opportunities	• Role Play: Home corner • Daily routine songs and rhymes • Variety of art work linked to artists e.g. self portraits in the style of Frida Kahlo • Exploring body percussion • Exploring instruments • Access to explore a variety of media (playdough, clay, water colours, salt dough, finger paints, paints, chalk, crayons etc) • Opportunities to be expressive to an audience e.g Nativity • Designing and making food items e.g. gingerbread men, soup, fruit kebabs etc • Craft activities e.g. card making, sculptures etc • Junk modelling • Exploring music through topics • Sketching						
Knowledge	Art	Drawing Marvellous Marks To include the artist Frieda Khalo when looking at examples of portraits Know that • artists use a range of tools and materials to make marks and drawings. • drawings can include different types of lines, patterns and textures. • artists draw large and small shapes and that movements can be controlled to change the size and detail of drawings. • drawings can be made using a variety of materials such as pencils, crayons, charcoal, chalk and mixed media. • artists often look carefully at real objects or faces before they draw them.		Painting and Mixed Media: Paint my World Megan Coyle Know that • Paint can be applied in different ways, including using brushes, tools or hands. • Colours can be mixed to create new colours and shades. • Paints can have different textures depending on what is added to them (e.g. sand, water, natural materials). • Natural materials such as leaves, twigs, or flowers can be used to make painting tools or mixed into paint. • Combining materials such as paint, paper and natural objects can create new effects and patterns. Meanings: This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artwork	and 3D Creation Station Julie Wilson Know that • Clay and playdough are soft materials that can be shaped, pressed, rolled, and moulded. • Artists and makers use tools to cut, press, and add texture to soft materials. • Natural and found materials (e.g. stones, sticks, shells) can be used to make 3D artworks. • Colour, shape, and texture are important features that artists think about when creating sculptures. • Artists often plan or design what they want to make before they begin. • Sculptors sometimes change their ideas as they work and solve problems along the way.	Drawing Observational Drawing Guiseppe Arcimboldo Know that • Explore mark making using a range of drawing materials. • Investigate how to make large and small movements with control when drawing. • Practise looking carefully when drawing. • To use pencils to draw with a purpose Meanings: This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artwork	

		Meanings: This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artwork Interpretation: This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks. Materials and Processes: Artists use modelling materials like clay to recreate things from real life. • Artists choose colours to draw or paint with. • Artists draw many different things and use different tools to draw with. • Sometimes artists are inspired by the seasons. • Some art doesn't last long- it is temporary. • Sometimes artists cut and stick photos to make new images. What is art? Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring		Interpretation: This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks. Materials and Processes: Artists use modelling materials like clay to recreate things from real life. • Artists choose colours to draw or paint with. • Artists draw many different things and use different tools to draw with. • Sometimes artists are inspired by the seasons. • Some art doesn't last long- it is temporary. • Sometimes artists cut and stick photos to make new images. What is art? Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring	• 3D artworks can be enhanced or finished by adding colour or other materials. Meanings: This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artwork Interpretation: This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks. Materials and Processes: Artists use modelling materials like clay to recreate things from real life. • Artists choose colours to draw or paint with. • Artists draw many different things and use different tools to draw with. • Sometimes artists are inspired by the seasons. • Some art doesn't last long- it is temporary. • Sometimes artists cut and stick photos to make new images. What is art? Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring	Interpretation: This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks. Materials and Processes: Artists use modelling materials like clay to recreate things from real life. • Artists choose colours to draw or paint with. • Artists draw many different things and use different tools to draw with. • Sometimes artists are inspired by the seasons. • Some art doesn't last long- it is temporary. • Sometimes artists cut and stick photos to make new images. What is art? Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring	
Skills	Art	Drawing Marvellous Marks To include the artist Frieda Khalo when looking at examples of portraits How to: • mark making using a range of drawing materials. • make marks and patterns when drawing. • Identify similarities and difference between		Painting and Mixed Media: Paint my World Megan Coyle How to: • Explore paint using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials eg paint, water for painting.	Sculpture and 3D Creation Station Julie Wilson How to: • Explore the properties of clay. • Use modelling tools to cut and shape soft materials e.g. playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and	Drawing Observational Drawing Guiseppe Arcimboldo Create a simple observational drawing and represent what they can see through their drawings So that they can: Enjoy looking at and talking about art. Recognise that artists create varying types of art and use	

		drawing tools. ● make large and small movements with control when drawing. ● look carefully when drawing (e.g. use mirrors for facial features). ● Combine materials when drawing. So that they can: Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces) Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why		● Explore paint textures, for example mixing in other materials or adding water. ● Respond to a range of stimuli when painting. ● Use paint to express ideas and feelings. ● Explore colours, patterns and compositions when combining materials in collage. So that they can: Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things. Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why	explain their choices. ● Plan ideas for what they would like to make. ● Problem-solve and try out solutions when using modelling materials. ● Develop 3D models by adding colour So that they can: Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.) Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why	lots of different types of materials. Recognise that artists can be inspired by many things. Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why	
Vocabulary	ART	Observe, portrait, artist, draw		Dot, dab, transient art, collage, permanent, temporary	Rolling, pinching, squashing, flapping, joining, plan, evaluate, reflect	Observational, circle, line, curve, wavy	
Knowledge	DT		Cooking and Nutrition: Soup ● To know that soup is ingredients (usually vegetables and liquid) blended together. ● To know that vegetables are grown. ● To know some common vegetables. ● To know that different vegetables taste different. ● To know that eating vegetables is good for us.	Structures and Mechanisms Junk Modelling (moving rocket) ● To know there are a range to different materials that can be used to make a model and that they are all slightly different. ● To know simple ways to fix their junk model.		Structures and Mechanisms Boats ● To know that 'waterproof' materials are those which do not absorb water. Additional: ● To know that some objects float and others sink. ● To know the different parts of a boat.	Structures and Mechanisms Trap ● To know there are a range to different materials that can be used to make a model and that they are all slightly different. ● To know there are different ways to join materials together

			To know why different packages might be used for different foods.				
Skills	DT		Cooking and Nutrition: Soup Design: - Design a soup recipe as a class. - Design soup packaging Make: - Chop plasticine safely. - Chop vegetables with support. Evaluate: - Taste the soup and giving opinions. - Describe some of the following when tasting food: look, feel, smell and taste. - Choose their favourite packaging design and explaining why.	Structures and Mechanisms Junk Modelling (moving rocket) Design: - Make verbal plans and material choices. - Develop a junk model. Make - Improve fine motor/scissor skills with a variety of materials. - Join materials in a variety of ways (temporary and permanent). - Join different materials together. - Describe their junk model, and how they intend to put it together. Evaluate: - Give a verbal evaluation of their own and others' junk models with adult support. - Check to see if their model matches their plan. - Considering what they would do differently if they were to do it again. - Describing their favourite and least favourite part of their model.		Structures and Mechanisms Boats Design: - Design a junk model boat. - Use knowledge from exploration to inform design. Make: - Make a boat that floats and is waterproof, considering material choices. Evaluate: - Make predictions about and evaluating different materials to see if they are waterproof. - Make predictions about and evaluating existing boats to see which floats best. - Test their design and reflecting on what could have been done differently. - Investigate the how the shapes and structure of a boat affect the way it moves.	Structures Trap Design: - Make verbal plans and material choices - Design a junk model trap. Make: - Improve fine motor/scissor skills with a variety of materials. - Join materials in a variety of ways (temporary and permanent). - Join different materials together. - Describe their junk model, and how they intend to put it together. Evaluate: - Give a verbal evaluation of their own and others' junk models with adult support. - Test their design and reflecting on what could have been done differently. - Investigate the how the shapes are joined affect how the trap works
Vocabulary	DT		Chop, slice, cut, mix, packaging, design, taste	Slot, fold, fix, lift, join		Waterproof, prediction, float, material, sink	Stick, separate, trap, move
Skills and Knowledge	Music Sing Up (Grove Park)	I've got a grumpy face Focus: Timbre, beat, pitch contour. Objectives: - Make up new words and actions about different emotions and feelings. - Explore making sound with voices and percussion instruments to create different feelings and moods. - Sing with a sense of pitch, following the shape of the melody with voices. - Mark the beat of the song with actions. Sorcerer's Apprentice Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. Objectives: - Explore storytelling elements in the music and create a class story inspired by the piece. - Identify and describe contrasts in tempo and dynamics.					

		• Begin to use musical terms (louder/quieter, faster/slower, higher/lower). • Respond to music in a range of ways e.g. movement, talking, writing. Witch Witch Focus: Call-and-response, pitch (la-so-mi-do), timbre. Objectives: • Make up a simple accompaniment using percussion instruments. • Use the voice to adopt different roles and characters. • Match the pitch of a four-note (la-so-mi-do) call-and-response song. Row row row your boat Focus: Beat, pitch (step/leap), timbre. Objectives: • Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat on percussion instruments. Bird Spotting Focus: Active listening, beat, pitch (so-mi), vocal play. Objectives: • Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). • Enjoy moving freely and expressively to music. Shake my silles out Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat. Objectives: • Create a sound story using instruments to represent different animal sounds/ movements. • Sing an action song with changes in speed. • Play along with percussion instruments. • Perform the story as a class. • Listen to music and show the beat with actions. Up and down Focus: Pitch contour rising and falling, classical music. Objectives: • Make up new lyrics and accompanying actions. • Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. • Use appropriate hand actions to mark a changing pitch. Five fine bumblebees Focus: Timbre, tempo, structure (call-and-response), active listening. Objectives: • Improvise a vocal/physical soundscape about minibeasts. • Sing in call-and-response and change voices to make a buzzing sound. • Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. • Listen to a piece of classical music and respond through dance. Down there under the sea Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Objectives:
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		• Develop a song by composing new words and adding movements and props. • Sing a song using a call-and-response structure. • Play sea sound effects on percussion instruments. • With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). • Listen to a range of sea-related pieces of music and respond with movement. It's oh so quiet Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. Objectives: • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. • Play different instruments with control. • Explore dynamics with voices and instruments. • Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. Slap clap clap Focus: Music in 3-time, beat, composing and playing. Objectives: • Compose a three-beat body percussion pattern and perform it to a steady beat. • Sing a melody in waltz time and perform the actions. • Transfer actions to sounds played on percussion instruments. • Listen actively to music in 3/4 time. • Find the beat and perform a clapping game with a partner. Bow bow bow Belinda Focus: Beat, active listening, instrumental accompaniment. Objectives: • Invent and perform actions for new verses. • Sing a song while performing a sequence of dance steps. • Play a two-note accompaniment, playing the beat, on tun					
	Music Charanga (Bobbing and Iwade)	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind & Replay
Knowledge	Charanga (Bobbing and Iwade)	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. To sing or rap nursery rhymes and simple songs from memory. To know that songs have sections. To know that a performance is sharing music.					
Skills	Charanga (Bobbing and Iwade)	To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars. There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song: Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s. Activity C High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. Activity D Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns. To sing along with a pre-recorded song and add actions. To sing along with the backing track					



		Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.
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