



Curriculum Map 23-24

This is a working document and will be added to throughout the year

Areas of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Drivers:	Forest School, Christian Values and Nurture					
Termly Themes	Our Environment		The world around us		Living Creatures and things	
Values	Creation and Stewardship	Peace and Justice	Wisdom	Reverence	Compassion and forgiveness	Hope
Termly Topics	Settling in and belonging, our school and class family Routines and expectations Feelings and emotions Families and relationships Celebrations, festivals of light, seasonal change		Space and the solar system Our home Planet Earth Countries and Cultures		Lifecycles and mini – beasts Beautiful blooms Dinosaurs Animals big and small	
UW topics	Our families, Harvest, Autumn	Seasonal changes, Fireworks, Diwali, Christmas,	Travelling in space and the planets Exploring our senses, Different homes Polar regions, animals and global warming	Planet Earth Map work Countries and people Spring and seasonal change	Oceans and sea creatures Land of the dinosaurs and fossils and bones	Seasonal change – Summer Mini-beasts and bugs Flowers Animals
Enrichment opportunities	Library Church Firefighter visit, Jobs that parents do Nativity		World Book Day – Author visit or performance. History off the page – fairy tales		Caterpillars to butterflies Visit to a wildlife park or petting zoo in school Allotment visit Leavers Service at Church	
Possible lines of development (PLODS)	Linked to children’s interests and fascinations.					

Communication & Language (Prime area of learning)	<p>This prime area is split into 2 further areas: speaking and listening, attention and understanding. Communication and Language underpins all areas of learning. Communication and language is embedded and provision continuously through both adult led and child-initiated learning, Throughout the year, the children will have opportunities to develop their Communication and Language skills through a range of individual, small group and whole class activities – these include circle games and carpet times, stories, poems, non-fiction texts and related follow up activities (including role-play and story re-telling), learning new vocabulary linked to enhancements, songs and rhyme time. We identify core stories, poems and rhymes that children will get to know really well.</p> <p>In addition, communication and language skills are developed through children’s curiosities and interests during child initiated learning time and interactions with adults and peers.</p> <p>Wellcomm speech and language assessments will be undertaken as part of our routine baseline assessments to support planning and provision for children. Assessments will be re-done every half term for those children who need extra support.</p>					
	<u>INTENT</u>					
	<p>Children will be able to:</p> <p>Listening, attention and understanding</p> <ul style="list-style-type: none"> • 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 adults and peers. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and 1:1 discussions, offering their own ideas using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary form 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, making use of conjunctions, with modelling and support from their adults. 					
	<p>Core texts - Fiction The colour monster goes to school. The Gruffalo The Little Red Hen Leaf Man Ruby’s Worry Super Duper You Rhyme and poems - Oi frog! Non-fiction texts – me and my body</p>	<p>Core texts - Fiction Elmer Stick Man Here comes Jack Frost Winter Ali Busby The Nativity (through drama) Rhyme and poems- Monkey and me Non-fiction texts – People who help us</p>	<p>Core texts - Fiction Whatever Next How to Catch a Star Beegu The way back home Rhyme and poems- Very noisy poems Non- fiction texts- Healthy practises</p>	<p>Core texts - Fiction The Three Billy Goats Gruff The Gingerbread Man/The Runaway Chapatti Here we are Rhyme and poems- The Walker book of first rhymes Non-fiction texts – The world around me – Charlotte Guilain</p>	<p>Core text - Fiction Somebody swallowed Stanley. Sharing a shell The snail and the whale. The Wondrous Dinosaurium The Night Pirates Rhyme and poems: Commotion in the Ocean Non-fiction texts – Reduce, reuse, recycle - Animals and habitats</p>	<p>Core text - Fiction The very hungry caterpillar. The very lazy ladybird Rhyme and poems- Fantastic first poems- June Crebbin Non-fiction texts – lifecycles</p>
Speaking Listening, attention and understanding	To begin to respond to visual and verbal prompts to learn the	To respond to visual and verbal prompts to learn the skills to help	To begin to understand how to listen carefully with	To continue to learn the skills learnt to listen carefully with	To begin to explain the skills to listen carefully and why it is	To explain the skills to listen carefully and why it is important to

<p>Knowledge and skill progression</p>	<p>skills to help them to listen carefully on the carpet and in a range of situations.</p> <p>To begin to learn new vocabulary linked to books and themes and use throughout the day</p> <p>To begin to describe events connecting one idea with another.</p> <p>To begin to use talk to help to work out simple problems, to organise thinking and use this to begin to explain how things work and why.</p> <p>To begin to listen to and learn songs and rhymes and how they sound.</p>	<p>them to listen carefully on the carpet and in a range of situations.</p> <p>To learn new vocabulary linked to books and themes and use throughout the day.</p> <p>To describe events more confidently connecting one idea with another and beginning to use connectives</p> <p>To use talk to help to work out simple problems, to organise thinking and use this to explain how things work and why.</p> <p>To listen more carefully to learn songs and rhymes.</p>	<p>or without visual prompts and why listening is important in a range of situations.</p> <p>To begin to use new vocabulary learnt linked to books and themes more confidently throughout the day, and begin to ask questions to find out more.</p> <p>To talk about events in detail, confidently connecting one idea to another using connectives more confidently.</p> <p>To use talk confidently to help work out problems, to organise thinking and use this to explain how things work and why.</p> <p>To listen carefully to and learn a wider range of songs, rhymes and poems, with increased</p>	<p>or without visual prompts and understand why listening is important in a range of situations.</p> <p>To use new vocabulary learnt linked to books and themes more confidently throughout the day, and begin to ask questions to find out more.</p> <p>To talk about events in detail, confidently connecting one idea to another using a wider range of connectives more confidently.</p> <p>To use talk confidently to help work out problems, to organise thinking and use this to explain how things work and why.</p> <p>To listen carefully to and learn a wider range of songs, rhymes and poems, with increased attention to how they sound.</p>	<p>important to listen in a range of situations.</p> <p>To begin to recall vocabulary learnt linked to previous books and themes and build on these using well formed sentences and by asking questions.</p> <p>To talk about and describe events in detail, connecting ideas using a wider range of connectives and begin to use sequencing words, such as before and next.</p> <p>To talk about problems and thinking to explain how things work and why.</p> <p>To listen carefully to and learn a wide range of songs and thyme, paying attention to how they sound and begin to</p>	<p>listen in a range of situations.</p> <p>To recall vocabulary learnt linked to previous books and themes and build on these using well formed sentences and by asking questions.</p> <p>To talk about and describe events in detail, connecting ideas using a wider range of connectives and confidently use sequencing words, such as before and next.</p> <p>To confidently talk about problems and thinking to explain how things work and why.</p> <p>To listen carefully to and learn a wide range of songs and thyme, paying attention to how they sound and talk about what they hear.</p>
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	<p>To begin to engage in story times and non-fiction books for a short amount of time and begin to join in with repeated actions and phrases.</p> <p>To begin to use some simple social phrases, "Good morning, please and thank you"</p>	<p>To engage in story times and non-fiction books for a short amount of time and begin to join in with repeated actions and phrases.</p> <p>To use some simple social phrases, "Good morning, please and thank you without being reminded.</p>	<p>attention to how they sound.</p> <p>To engage in story times and in non-fiction books joining in with repeated actions and phrases. To begin to retell parts of stories and recall information that they have heard.</p> <p>To hear and learn more complex social phrases – for example "Good morning, how are you?"</p>	<p>To engage in story times and in non-fiction books joining in with repeated actions and phrases. To retell parts of stories and recall information that they have heard.</p> <p>To hear and learn more complex social phrases – for example "Good morning, it's lovely to see you."</p>	<p>talk about what they hear.</p> <p>To engage in story times and in non-fiction books joining in with repeated actions and phrases. To begin to retell stories and recall information they have just heard and begin to use comprehension skills to talk about them further.</p> <p>To hear, learn and use social phrases in different context. For example "Good afternoon, how was lunch time?"</p>	<p>To engage in story times and in non-fiction books joining in with repeated actions and phrases. To retell stories and recall information they have just heard and use comprehension skills to talk about them further.</p> <p>To hear, learn and use social phrases in different context. For example "Good bye, enjoy your evening."</p>
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Physical development (Prime area of learning)	<p>Throughout the year, the children will have opportunities to develop their skills through a range of individual, small group and whole class activities. These will include funky fingers sessions, dough disco, squiggle whilst you wriggle, handwriting sessions, and P.E. sessions. In addition, physical skills are developed through access to physical resources during their child initiated learning time, with the support of adults and peers.</p>
	<p style="text-align: center;"><u>INTENT</u></p> <p>Children will be able to:</p> <p><u>Gross Motor</u></p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><u>Fine Motor</u></p> <ul style="list-style-type: none"> • 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, paintbrushes and cutlery.

	<ul style="list-style-type: none"> Begin to show accuracy and care when drawing. 		
FMS	<p><u>Fine Motor Skills (FMS)</u> Children have daily active learning sessions when they arrive which are mainly aimed at developing fine motor skills, coordination, and early writing development. Activities and equipment throughout the setting provide mark making, drawing, and writing opportunities in a variety of different ways. The children have access to resources such as pencils, scissors, tongs, pipettes, play dough and paintbrushes, to support fine motor skills. Weekly skills lessons are planned to specifically teach and develop these skills. Squiggle whilst you wriggle to develop core strength to support handwriting development. During lunch times, the children use cutlery to eat with and are supported with using these independently</p>		
Knowledge, skills and progression	<p>To begin to develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>To begin to use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To begin to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p>	<p>Continue to develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Continue to use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Continue to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons, including tools for woodwork.</p>	<p>Develop and apply the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Use their core muscle strength effectively to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Use small motor skills learnt to use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons, including tools for woodwork.</p>
GMS	<p><u>Gross Motor Skills (GMS)</u> The children have access to daily outdoor child-initiated learning times, where they use a variety of equipment and resources to build on their gross motor skills. The space provides opportunities for the children to run, hop, skip, jump, and move in a variety of ways. The large construction resources allow children to build on lifting and carrying, while using their creations to practise balancing and climbing. The trim trail further enhances children's skills in climbing, balancing, pulling themselves up and working on spatial awareness. The available sports equipment such as bats, balls, balancing stilts, skipping ropes and hoops, is ideal for children to practise throwing, kicking, catching, and rolling. This also allows opportunities for teamwork and working with a partner.</p>		
Knowledge, skills and progression	<p>To begin to progress towards a more fluent style of moving, with developing control and grace.</p> <p>To begin to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>To continue to progress towards a more fluent style of moving, with developing control and grace.</p> <p>To continue to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p>	<p>To continue to develop a more fluent style of moving, with developing control and grace.</p> <p>To use overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p>

	<p>To begin to combine different movements with ease and fluency.</p> <p>To begin to use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To begin to develop overall body-strength, balance, co-ordination and agility.</p> <p>To begin to develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>To begin to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>To begin to develop the skills needed to manage the school day successfully: - lining up and queuing - mealtimes</p>	<p>To continue to combine different movements with ease and fluency.</p> <p>To begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To continue to develop overall body-strength, balance, co-ordination and agility.</p> <p>To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>To continue to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>To continue to further develop the skills needed to manage the school day successfully: - lining up and queuing - mealtimes</p>	<p>To combine different movements with ease and fluency.</p> <p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To demonstrate overall body-strength, balance, co-ordination and agility.</p> <p>To demonstrate and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>To demonstrate confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>To demonstrate the skills needed to manage the school day successfully: - lining up and queuing - mealtimes</p>
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Physical Education

In addition to the opportunities in the provision, children take part in one adult directed PE lesson per week and the school follow the Complete PE scheme.

PE Theme	<u>Me and Myself</u>	<u>Movement Development</u>	<u>Dance</u>	<u>Throwing and catching</u>	<u>Ball skills</u>	<u>Fun and games</u>
Key skills and progression	<p>To be able to dress themselves (check with home).</p> <p>To listen and respond to instructions.</p> <p>To move in different ways.</p>	<p>To move and balance in different ways.</p> <p>To move on, over and under equipment.</p> <p>To play imagination games.</p>	<p>To move in different ways.</p> <p>To copy movements from the teacher.</p> <p>To move to the music.</p>	<p>To move around without a ball.</p> <p>To move with a ball.</p> <p>To explore different body parts to move a ball.</p>	<p>To explore a ball.</p> <p>To move the ball around the body.</p> <p>To travel with the ball.</p>	<p>To explore different races.</p> <p>To run against other children.</p> <p>To show good sportsmanship.</p>

	To change direction when moving. To play games.	To move into space. To take part in races and tag games.	To copy actions from a partner. To create own actions and movements.	To explore how the ball moves. To play command games.	To play with others. To throw a ball.	To understand that taking part is important.
Delivered Through	<ul style="list-style-type: none"> • Weekly Forest School • Weekly PE • Daily Continuous provision • Daily Funky fingers • Daily dough Disco • Squiggle whilst you wriggle 					

Personal, Social & Emotional Development (Prime Area of learning)	<p>The school as a whole follows the Jigsaw PSHRE curriculum, as outlined below. In addition, PSED skills are developed through children’s interactions with adults and peers during child initiated learning time. This prime area is split further into 3 further areas: <i>Self-regulation, managing self and building relationships.</i></p>
	<u>INTENT</u>
	<p>Children will be able to:</p> <p>Self-regulation</p> <ul style="list-style-type: none"> • 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. • Give focussed attention to what adults say, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing self</p> <ul style="list-style-type: none"> • 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. <p>Building relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and other’s needs.

	BEING ME IN MY WORLD – (Self-Regulation)	CELEBRATING DIFFERENCE –	DREAMS AND GOALS- (Managing Self)	HEALTHY ME- (Managing Self)	RELATIONSHIPS- (Building relationships)	CHANGING ME – (Managing self and Self regulation)
	<ul style="list-style-type: none"> • Classroom routines and expectations • Belonging • Who ..me? • How am I feeling today? • Being at school • Gentle hands • Our rights – classroom charter • Our responsibilities 	<ul style="list-style-type: none"> • Identify something I am good at and understand that everyone is good at different things. • To understand that being different makes us all special. • know we are all different but the same in some ways. • To be able to say why I think my home is special to me. • To tell you how to be a kind friend. • To know which words to use to stand up for myself when someone says or does something unkind. 	<ul style="list-style-type: none"> • Challenge • Never giving up • Setting a goal • Obstacles and support • Flight to the future • Footprint awards 	<ul style="list-style-type: none"> • Everybody’s body • We like to move it, move it • Food glorious food • Sweet dreams • Keeping clean • Safe adults 	<ul style="list-style-type: none"> • My family and me • Make friends part 1 • Make friends part 2 • Falling out and bullying part 1 • Falling out and bullying part 2 • Being the best friends that we can be 	<ul style="list-style-type: none"> • My body • Respecting my body • Growing up • Fun and fears part 1 • Fun and fears part 2 • Celebration
Knowledge and key skills	To understand how it feels to belong and that	To identify something I am good at and understand that	To understand that if I persevere I can tackle challenges.	To understand that I need to exercise to	To identify some of the jobs I do in my family.	To name parts of the body.

	<p>we are similar and different.</p> <p>To start to recognise and manage my feelings</p> <p>To work together with others and consider other people's feelings.</p> <p>I understand why it is good to be kind and use gentle hands.</p> <p>To start to understand children's rights and this means we should all be allowed to learn and play.</p> <p>To learn what being responsible means and our responsibility to our class family.</p>	<p>everyone is good at different things.</p> <p>To understand that being different makes us all special.</p> <p>To know we are all different but the same in some ways.</p> <p>To say why my home is special to me.</p> <p>To be able to say or show how to be a kind friend.</p> <p>To know which words to use to stand up for myself when someone says or does something unkind.</p> <p>To understand the core golden rules of our Layston School family.</p>	<p>To tell you about a time I didn't give up until I achieved my goal.</p> <p>To set a goal and work towards it.</p> <p>To use kind words to encourage people.</p> <p>To understand the link between what I learn now and the jobs I might like to do when I am older.</p> <p>To say how I feel when I achieve a goal and know what it means to feel proud.</p> <p>To work together to overcome challenges</p> <p>To develop an understanding the importance of perseverance in the face of challenge.</p>	<p>keep my body healthy.</p> <p>To understand how moving and resting are good for my body.</p> <p>To know what the word 'healthy' means and that some foods are healthier than others.</p> <p>To know how to help myself go to sleep and understand why sleep is good for me.</p> <p>To know that I must wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p>To know who my safe adults are and how to stay safe if they are not close by me.</p>	<p>To understand how to make friends to stop myself from feeling lonely.</p> <p>To be able to think of ways to solve problems and stay friends.</p> <p>To start to understand the impact of unkind words.</p> <p>To use Calm Me Time strategies to manage my feelings.</p> <p>To know how to be a good friend.</p>	<p>To say / show that some of the things I can do and foods I can eat to be healthy.</p> <p>To understand that we all grow from babies to adults.</p> <p>To express how I feel about moving to Year 1.</p> <p>To talk about how I feel about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>To share my memories of the best bits of this year in Reception.</p>
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Literacy (Specific area of Learning)	<p>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. Children in reception have the opportunity to develop these skills as adults and continuously talking with children about the world around them and the books (stories and non-fiction) they read with them. They also have numerous opportunities to enjoy rhymes, poems and songs together.</p> <p>Children develop skilled word reading through the teaching of phonics. This involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p> <p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Children in Reception have daily opportunities to write both in the provision and through adult led literacy activities. We teach children in Reception to read and write using the sound progression of the Read Write Inc. phonics programme, which is followed throughout Reception and Key Stage 1. The expected progression in knowledge is outlined below. The programme enables children to develop the key Literacy skills shown underneath.</p> <p>In addition, Literacy skills are developed through children’s curiosities and interests, and interaction with our enabling environment, with support from adults during child-initiated learning time.</p>		
	<p style="text-align: center;"><u>INTENT</u></p> <p>Children will be able to:</p> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • 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. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> • 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 • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play <p><u>Writing</u></p> <ul style="list-style-type: none"> • 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. 		
The Poetry Basket	Poems to learn by heart linked to <ul style="list-style-type: none"> • All about me • Emotions 	Poems to learn by heart linked to <ul style="list-style-type: none"> • Space • Weather and the Natural World 	Poems to learn by heart linked to <ul style="list-style-type: none"> • Dinosaurs • Insects and mini-beasts. • The seaside
Helicopter Stories	Oral retelling and acting out stories to support language development.		

<p><u>Knowledge and key skills - Comprehension</u></p>	<p>To begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>To begin to re-read books or parts of books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To begin to answer questions about what they have read.</p> <p>To begin to anticipate/predict – where appropriate – key events in stories.</p> <p>To begin to use picture clues to make basic inferences.</p> <p>To begin to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To begin to ask questions about what they have read with support.</p> <p>To begin to talk about and compare traditional tales and nursery rhymes making links to their own experiences.</p> <p>To begin to ask questions when things do not make sense.</p> <p>To begin to decide whether they like or dislike a story and why.</p>	<p>To continue to develop, use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>To continue to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To continue to answer questions about what they have read.</p> <p>To continue to anticipate/predict – where appropriate – key events in stories.</p> <p>To continue to use picture clues to make basic inferences.</p> <p>To continue to demonstrate understanding of what has been read to them by retelling stories and narratives in more detail using their own words and recently introduced vocabulary.</p> <p>To continue to ask questions about what they have read sometimes using prompts or support.</p> <p>To talk about and compare traditional tales and nursery rhymes making links to their own experiences.</p> <p>To continue to ask questions when things do not make sense.</p> <p>To decide whether they like or dislike a story and to begin to explain why.</p>	<p>To use and understand recently introduced vocabulary more confidently during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>To confidently re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To confidently answer questions about what they have read.</p> <p>To confidently anticipate/predict – where appropriate – key events in stories.</p> <p>To confidently make basic inferences using picture clues.</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives in detail using their own words and recently introduced vocabulary.</p> <p>To ask appropriate questions about what they have read with minimal prompts or support.</p> <p>To talk about and compare traditional tales and nursery rhymes making links to their own experiences using the vocabulary ‘same’ and ‘different’.</p> <p>To confidently ask questions when things do not make sense.</p> <p>To confidently explain whether they like or dislike a story and why.</p>
<p><u>Knowledge and key skills - word reading (phonics)</u></p>	<p>Phase 1 Phonics:</p> <p>Read Write Inc.</p> <p>Set 1 single sounds</p>	<p>Read Write Inc.</p> <p>Set 1 special friends (consonant digraphs), and some Set 2 special friends (vowel digraphs).</p>	<p>Read Write Inc.</p> <p>Remaining Set 2 vowel digraphs/trigraphs.</p>

	<p>- m a s d t i n p g o c k u b f e l h r j v y w z x</p> <p>Red words – I, put, the, no, go</p>	<p>- sh th ch qu ng nk ck - ay ee igh ow (as in blow) oo (as in zoo)</p> <p>Red words – linked to the reading book</p>	<p>Blending for reading (Fred-talk) – words with all Set 1 and 2 sounds</p> <p>- oo (as in look) ar or air ir ou (as in out) oy</p> <p>Red words – linked to the reading book</p>
	<p>To begin to read individual letters by saying the sounds for them.</p> <p>To begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>To begin to read some letter groups that each represent one sound and say sounds for them.</p> <p>To begin to read a few common exception (tricky) words matched to the RWI phonic programme.</p> <p>To begin to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>To begin to re-read books with support to build up confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>To read an increasing number of individual letters by saying the sounds for them.</p> <p>To blend an increasing number of sounds into words, so that they can read short words made up of known letter-sound correspondences, using 'Fred talk and moving to 'Fred in your head.'</p> <p>To read an increasing amount of letter groups that each represent one sound and say sounds for them.</p> <p>To read an increasing number of common exception (tricky) words matched to the RWI phonic programme.</p> <p>To read an increasing number of simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>To re-read books with sometimes with support to build up confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>To read individual letters by saying the sounds for them.</p> <p>To blend sounds into words, so that they can read short words made up of known letter-sound correspondences, using 'Fred talk and moving to 'Fred in your head.'</p> <p>To read letter groups that each represent one sound and say sounds for them.</p> <p>To read common exception (tricky) words matched to the RWI phonic programme.</p> <p>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>To re-read books more independently to build up confidence in word reading, their fluency and their understanding and enjoyment</p>
<u>Knowledge and skills - Writing</u>	<p>To begin to carry out mark making activities in a range of ways to develop pencil grip.</p> <p>To begin to copywrite own name/s.</p> <p>To learn letter formations (air writing and writing letters using various mediums)</p> <p>To begin to form some lower-case and capital letters correctly.</p>	<p>To continue to carry out mark making activities in a range of ways to develop pencil grip.</p> <p>To write own name/s sometimes with support.</p> <p>To continue to develop letter formation (air writing and writing letters using various mediums)</p> <p>To continue to develop forming more lower-case and capital letters correctly.</p>	<p>To continue to carry out mark making activities in a range of ways to develop pencil grip.</p> <p>To write own name/s sometimes with support.</p> <p>To continue to develop letter formation (air writing and writing letters using various mediums)</p> <p>To continue to develop forming more lower-case and capital letters correctly.</p>

	<p>To begin to spell some CVC words by identifying the sounds and then writing the sound with letter/s.</p> <p>To begin to write some learnt tricky words.</p> <p>To begin to write short captions and/or sentences with words with known letter-sound correspondences.</p> <p>To begin to re-read words they have written with support to check that it makes sense.</p>	<p>To become more confident to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>To write some learnt tricky words in captions and/or sentences.</p> <p>To continue to write short sentences and/or captions more independently with words with known letter-sounds correspondences using a capital letter and full stop.</p> <p>To practise re-reading what they have written to check that it makes sense.</p>	<p>To become more confident to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>To write some learnt tricky words in captions and/or sentences.</p> <p>To continue to write short sentences and/or captions more independently with words with known letter-sounds correspondences using a capital letter and full stop.</p> <p>To practise re-reading what they have written to check that it makes sense.</p>
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<p>Mathematics (Specific area of learning)</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. In Reception children are given the skills to be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. We provide frequent and varied opportunities to build and apply this understanding through manipulatives resources such as tens frames for organising counting. Children in Reception will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, we include a range of opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. We believe it is important for children to develop a positive attitude and interest 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. We teach maths to Reception children using the White Rose Maths scheme of learning, which is followed throughout the school. We also enhance this with NRICH problem solving activities throughout the school. The expected progression in knowledge is outlined below. Together, these enable children to develop the key Maths skills shown underneath. In addition, Maths skills are developed through children's curiosities and interests, and interaction with our enabling environment, with support from adults during child initiated learning time.</p>			
	<p><u>INTENT</u></p>			
	<p>Children will be able to:</p> <p><u>Number</u> Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns</u> 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.</p>	<p>White Rose: Settling in – class routines, times of day, timetable, where do things live?</p>	<p>White Rose: 1. Alive in 5 2. Mass and capacity.</p>	<p>White Rose: 1. To 20 and beyond. 2. How many now?</p>

	<ol style="list-style-type: none"> Match and sort and compare. Talk about measure and pattern. It's me – 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides. <p>NRICH: Number – Hidden Jewels (subitising to 3) Shape and measure – Shapes in the bag (2D shapes)</p>	<ol style="list-style-type: none"> Growing 6, 7, and 8. Length, height and time. Building 9 and 10. Exploring 3D shapes <p>NRICH: Number and place – Number talks (composition), The voting station (counting, comparison), Counting collections (recording) Shape and measure – making patterns, water (capacity)</p>	<ol style="list-style-type: none"> Manipulate, Compose and Decompose Sharing and grouping. Visualise, build, and map. Make connections. <p>NRICH: Number – number story time (sharing out treasure) The box game (addition and subtraction) Shape and measure – making caterpillars (length, width, non-standard measures)</p>
<p>KNOWLEDGE AND KEY SKILLS</p>	<p><u>Routines of the day</u></p> <ul style="list-style-type: none"> Self-registration Diary of the day – what is happening during the day. Tidy-up time - Sorting and matching resources 		
	<p><u>Block 1: Match, sort and compare.</u></p> <ol style="list-style-type: none"> Match objects Match pictures and objects Identify a set. Sort objects to a type Explore sorting techniques. Create sorting rules. Compare amounts. <p><u>Block 2: Talk about measure and pattern.</u></p> <ol style="list-style-type: none"> Compare size. Compare mass. Compare capacity. Explore simple patterns. Copy and continue simple patterns. Create simple patterns. <p><u>Block 3: It's me – 1,2,3.</u></p> <ol style="list-style-type: none"> Find 1,2 and 3. Subitize 1,2,3. Represent 1,2,3 1 more, 1 less Composition of 1,2, and 3. <p><u>Block 4: Circles and triangles.</u></p> <ol style="list-style-type: none"> Identify and name circles and triangles. 	<p><u>Block 1: Alive in 5</u></p> <ol style="list-style-type: none"> Introduce 0. Find 0 to 5. Subitize 0 to 5. Represent 0 to 5. <p><u>Block 2: Mass and Capacity.</u></p> <ol style="list-style-type: none"> Compare mass. Find a balance. Explore capacity. Compare capacity. <p><u>Block 3: Growing 6,7,8</u></p> <ol style="list-style-type: none"> Find 6,7 and 8 Represent 6,7,8. 1 more. <p><u>Block 4: Length, height and time.</u></p> <ol style="list-style-type: none"> Explore length. Compare length. Explore height. Compare height. <p><u>Block 5: Building 9 and 10</u></p> <ol style="list-style-type: none"> Finding 9 and 10. Compare numbers to 10. Represent 9 and 10. 	<p><u>Block 1: To 20 and beyond.</u></p> <ol style="list-style-type: none"> Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20). <p><u>Block 2: How many now?</u></p> <ol style="list-style-type: none"> Add more. How many did I add? Take away. How many did I take away? <p><u>Block 3: Manipulate, compose and decompose.</u></p> <ol style="list-style-type: none"> Select shapes for a purpose. Rotate shapes. Manipulate shapes. Explain shape arrangements. <p><u>Block 4: Sharing and grouping.</u></p> <ol style="list-style-type: none"> Explore sharing. Sharing. Explore grouping. Grouping. <p><u>Block 5: Visualise, build and map.</u></p> <ol style="list-style-type: none"> Identify units of repeating patterns

	<ol style="list-style-type: none"> 2. Compare circles and triangles. 3. Shapes in the environment. 4. Describe position. <p><u>Block 5: 1,2,3,4,5</u></p> <ol style="list-style-type: none"> 1. Find 4 and 5 2. Subitise 4 and 5. 3. Represent 4 and 5. 4. 1 more 5. 1 less 6. Composition of 4 and 5 7. Composition of 1-5 <p><u>Block 6: Shapes with 4 sides</u></p> <ol style="list-style-type: none"> 1. Identify and name shapes with 4 sides. 2. Combine shapes with 4 sides. 3. Shapes in the environment. 4. My day and night. 	<ol style="list-style-type: none"> 4. Conceptual subitising to 10. <p><u>Block 6: Exploring 3D shapes</u></p> <ol style="list-style-type: none"> 1. Recognise and name 3d shapes. 2. Find 2D shapes within 3D shapes. 3. Use 3D shapes for tasks 	<ol style="list-style-type: none"> 2. Create own pattern rules. 3. Explore own pattern rules. <p><u>Block 6: Making Connections</u></p> <ol style="list-style-type: none"> 1. Deepening understanding 2. Patterns and relationships.
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<p>Understanding the World</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. It is split into three areas: Past and Present, People Culture and Communities and The Natural World. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them therefore we try to arrange enrichment opportunities such as visiting parks, libraries and museums and meeting members of society such as police officers, nurses and firefighters. In addition, children listen to a broad selection of stories, non-fiction, rhymes and poems to 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.</p> <p>Throughout the year, the children will have opportunities to develop their understanding of the world through a range of individual, small group and whole class activities – these include through core story and carpet times, Forest School, visitors and trips and focused small group activities such as cooking. Some of these will be planned, such as focusing on the changing seasons, looking at celebrations, and our key experiences, and some will arise from children’s fascinations. We also teach RE each week, following an agreed school curriculum.</p> <p>In addition, knowledge of the world is developed through children’s curiosities and interests during child-initiated learning time, opportunities for them to interact with resources in a carefully planned environment, and interactions with adults and peers.</p>
	<p style="text-align: center;"><u>INTENT</u></p> <p>Children will be able to:</p> <p><u>Past and Present</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.. <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. 					
UtW Key themes	Our families, Harvest, Autumn	Seasonal changes, Fireworks, Diwali, Christmas,	Travelling in space and the planets Exploring our senses, Different homes Polar regions, animals and global warming	Planet Earth Map work Countries and people Spring and seasonal change	Oceans and sea creatures Land of the dinosaurs and fossils and bones	Seasonal change – Summer Mini-beasts and bugs Flowers Animals
Knowledge and progression of skills: Past and Present	<p>To know about my own life-story.</p> <p>To know how I have changed.</p> <p>To look at the similarities and differences in family photos from the past and the present.</p>	<p>To know about figures from the past and to look at the way they lived and begin to compare this to the present day.</p> <p>To begin to understand the past through settings, characters and events encountered in fiction and non-fiction books</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p>	<p>To explore photos and artefacts from the past.</p> <p>To observe the similarities and differences between homes of the past and present.</p> <p>To understand that people from the past have had an effect on the present day</p>	<p>To know about people from the past drawing on experiences read about in books.</p> <p>To compare and contrast characters from stories, including figures from the past.</p> <p>To use knowledge of travel to imagine their own journey.</p> <p>To use images and stories from the past to explore the lives of others.</p>	<p>To know that things lived a long time ago before people were on the planet.</p> <p>Look at and organise events using basic chronology.</p> <p>To discuss the similarities and differences between things in the past and those alive today.</p> <p>To know that fossils are the remains of plants and animals that lived long ago.</p>	<p>To know that some animals from the past are extinct and to begin to understand why.</p> <p>To notice the similarities and differences between Summer holidays and activities now and in the past.</p>
People and Communities	To talk about members of their	To explain religious festivals and	Show an awareness of the similarities and	Describe how two places are the same	To begin to notice and talk about the	To describe how the weather, plants and

	<p>immediate family and community.</p> <p>To know everyone is special for different reasons.</p> <p>To know that we are unique because we all have different special things that we do.</p> <p>Show an awareness of the similarities and differences between people in different communities</p>	<p>celebrations and to identify some similarities and differences.</p> <p>To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To understand that some places are special to members of their community.</p> <p>To understand the functions of a library and why it is important.</p>	<p>differences between people around the world (Homes and Houses)</p> <p>To explore and describe ways to look after their immediate environment and why it is important.</p> <p>To know that earth is the planet we live on and that it is part of the solar system.</p> <p>To know that people have travelled to space.</p>	<p>or different using simple picture maps, photographs, data and other geographical resources.</p> <p>Name and talk about human-made and natural features in the local environment, including shops, houses, streets and parks.</p> <p>To talk about people they are familiar with within their community. To draw information from a simple map.</p> <p>To create and describe a simple map.</p>	<p>different places around the world, including oceans and seas.</p> <p>To identify different places on a globe/map.</p> <p>To know that an atlas is a book of maps.</p>	<p>animals of one place are different to another using simple geographical terms.</p>
The Natural World	<p>To ask questions about the natural environment.</p> <p>To talk about what they have found from photographs.</p> <p>Talk about objects they have collected as part of an Autumn walk making simple observations of the natural world.</p> <p>To know and recognise some of the</p>	<p>Understand why some animals hibernate.</p> <p>Explore changing states of matter like freezing and melting water and understand how this happens.</p> <p>To make observations of changes that happen in Winter.</p>	<p>To begin to understand that some environments are different to where I live (Earth and Space) (Homes around the world)</p> <p>To use senses to describe and compare objects.</p> <p>To describe materials and talk about their similarities and differences.</p>	<p>To observe and record changes that happen in spring.</p> <p>To begin to understand and explain the life cycle process.</p> <p>To create a drawing explaining a life cycle and talk about the stages.</p> <p>To recognise that some environments</p>	<p>To explore the sea and ocean and understand that it is a habitat.</p> <p>To understand and express through drawing the similarities and differences between the Summer and the other seasons.</p> <p>Understand how to look after habitats and how some things can</p>	<p>Explore the world of minibeasts making observations and drawings.</p> <p>To understand what is same and different about minibeast habitats.</p> <p>To know and describe some similarities and differences between different flowers.</p>

	<p>changes that happen in Autumn.</p> <p>To use their senses to describe the natural world on a Autumn walk.</p>			<p>are different from where they live.</p> <p>To plant a seed and learn what it needs to grow into a plant.</p> <p>To name and describe some plants and animals and recognise some of these whilst outside.</p> <p>To know how to care for growing plants.</p>	<p>be harmful (Sustainability)</p>	<p>To make observations of flowers, draw and describe these.</p>
Technology / computing	E-safety	Computer systems: using a computer	Programming: all about instructions	Computing systems and networks 2: Exploring hardware	Programming 2: Programming Bee-Bots	Data handling: Introduction to data
Knowledge and skills progression	<p>To use technology safely and responsibly.</p> <p>To recognise acceptable and unacceptable behaviour.</p> <p>To identify where to go for help and support when they have concerns.</p>	<p>To know that different types of technology can be found at home and in school.</p> <p>To be able to understand what a computer keyboard is and recognising some letters and numbers.</p> <p>To know that a mouse can be used to click, drag and create simple drawings.</p> <p>To know that to use a computer you need to log in to it and then log out at the end of your session</p>	<p>To begin to know that being able to follow and give simple instructions is important in computing.</p> <p>To begin to understand that it is important for instructions to be in the right order.</p> <p>To begin to understand why a set of instructions may have gone wrong.</p>	<p>To know that you can take simple photographs with a camera or iPad.</p> <p>To know that you must hold the camera still and ensure the subject is in the shot to take a photo</p>	<p>To know that being able to follow and give simple instructions is important in computing.</p> <p>To understand that it is important for instructions to be in the right order.</p> <p>To understand why a set of instructions may have gone wrong</p>	<p>To know that sorting objects into various categories can help you locate information.</p> <p>To know that using yes/no questions to find an answer is a branching database.</p>

RE	In addition to the curriculum for people place and communities, the children in Reception are also taught adult directed RE lessons. We follow . The lessons and activities in this programme cover several areas of the curriculum including Communication and Language, PSED and Understanding of the World. These have been added to the specific area of learning rather than duplicating here.					
	Festivals, people and communities Beliefs and practices	Exploring places, dress, food and music Symbols and actions	Exploring wedding ceremonies Identity and belonging	Creation, awe and wonder of the natural world Sources of wisdom	Sacred spaces, simple prayers and time to reflect responsibility Prayer, worship and reflection	Treating the world fairly – taking responsibility Justice and fairness Human responsibility and values
	Jesus' birth story Sources of wisdom Beliefs and practices	UC link F.2 Why do Christians perform nativity plays at Christmas? (Digging Deeper)	Remembering Jesus at Easter Sources of wisdom Symbols and actions	UC link F.3 Why do Christians put a cross in an Easter garden? (Digging Deeper)	God and other big questions Ultimate questions	UC link F.1 Why is the word 'God' so important to Christians? (Digging Deeper)
PSHE links	feelings & belonging, friendship		feelings & belonging, expressing our needs/wants, taking risks in Forest School		Feelings, fair & unfair, how I have grown	
Values	CW Values – autumn 1 Year A – koinonia/community Year B – creation & stewardship	CW Values – autumn 2 Year A – friendship/self-sacrifice Year B – peace & justice	CW Values- spring 1 Year A – courage, endurance, resilience Year B - wisdom	CW Values – spring 2 Year A - thankfulness Year B - reverence	CW Values – summer 1 Year A – agape/love Year B – compassion & forgiveness	CW Values – summer 2 Year A - trust Year B - hope
Knowledge and skills	<p><u>Understanding the world</u></p> <p>To talk about members of their immediate family and community. To name and describe people who are familiar to them To comment on images of familiar situations in the past. To compare and contrast characters from stories, including figures from the past. To understand that some places are special to members of their community. To recognise that people have different beliefs and celebrate special times in different ways. To understand the effect of changing seasons on the natural world around them.</p> <p><u>Communication and Language</u></p> <p>To understand how to listen carefully and why listening is important. To learn new vocabulary To ask questions to find out more and to check they understand what has been said to them. To describe events in some detail. To use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. To engage in story times. To listen to and talk about stories to build familiarity and understanding. To retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>					

	<p>Personal, Social and Emotional Development To build constructive and respectful relationships. To express their feelings and consider the feelings of others. To identify and moderate their own feelings socially and emotionally To think about the perspectives of others.</p>
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Expressive Art & Design	<p>This area is further split into two further areas: being imaginative and expressive and creating with materials. As well as providing opportunities for expressive arts and design through our environment we also teach music and art separately during adult directed lessons. The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children in reception 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.</p> <p>Throughout the year, the children will have opportunities to develop their EAD skills through a range of individual, small group and whole class activities – these include Music sessions, guided role play based on core texts, core songs and rhyme times, and opportunities to look at specific artists and their styles, as well as explore specific techniques. Below are key experiences and knowledge children will gain through adult-led activities.</p> <p>In addition, EAD skills are developed through children’s curiosities and interests during child- initiated learning time and interactions with a well-resourced environment, adults and peers.</p>
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INTENT

Children will be able to:
<p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • 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

Music	Marvellous Me Body percussion Harvest	Celebrations The first Christmas Exploring pitch and singing	Stories Three Bears Chinese new year Selecting musical instruments	Animals and Pets Exploring graphic notation and symbols Easter	Growth – lifecycles and change Exploring rhythm and pulse	Our environment Descriptive sounds
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Knowledge and skills	<p>To sing a few familiar songs, To imitate movement in response to music, To tap out simple repeated rhythms, To explore and learn how sounds can be changed, To develop a preference for forms of expression,</p>
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	<p>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there, To sing to self and make up simple songs, make up rhythms, To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words, To begin to build a repertoire of songs and dances, To explore the different sounds of instruments, To create simple representations of events, people and objects, represent their own ideas, thoughts and feelings through music</p>					
<p>Art and Design</p> <p>Focus artist:</p>	<p>Self portraits Observational drawing Draw a person Colour mixing</p>	<p>Clay – Diva Lamps Observational drawing Printing – Cards / wrapping paper Draw a person</p> <p>Jackson Pollack</p>	<p>Observational art Lunar New Year Art Winter ice art</p> <p>Draw a person</p> <p>Kandinsky -</p>	<p>Mother’s day cards Easter Art</p> <p>Draw a person</p> <p>Georgia O’Keefe</p>	<p>Aboriginal art – dot art / pointillism</p> <p>Draw a person</p> <p>George Suerrat</p>	<p>Father’s day cards Observational art</p> <p>Draw a person</p> <p>Vincent Van Gogh – Sunflowers</p>
	<p>To learn how to use the creative workshop area effectively, including using appropriate tools and equipment.</p> <p>To learn about primary and secondary colours and how to mix effectively.</p> <p>To make shades and tints</p> <p>To print simple shapes with adult prompting for instructions.</p> <p>To push, pull and twist a range of modelling materials to affect the shape.</p> <p>To begin to talk about their ideas and explore different ways to record them.</p> <p>To experiment with mark making in an exploratory way.</p> <p>To use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</p> <p>Draws potato people with no body or missing arms/legs.</p>		<p>To explore different ways to use paint and a range of media according to their interests and ideas.</p> <p>To create cool and warm pictures using tints and shades.</p> <p>To explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)</p> <p>To use different forms of ‘paint’ such as mud and puddles, creating a range of artwork both abstract and figurative.</p> <p>To use mixed-media scraps to create child-led artwork with no specific outcome.</p> <p>To enjoy looking at and talking about art. Draws bodies and shapes for objects that are an appropriate size and have some features.</p> <p>Draws with detail including finer details such as fingers, ears, hair styles or items onto features.</p>		<p>To explore paint including different application methods - pointillism.</p> <p>Draws with detail including finer details such as fingers, ears, hair styles or items onto features.</p> <p>To print very careful representations to create full pictures, without any support and add fine details. I think about the full composition of the picture and use the space.</p> <p>Draws from observation by making a careful study and then includes features</p> <p>To print clear representations to create full pictures, without any support and add details</p> <p>To enjoy looking at and talking about art</p> <p>To talk more confidently about their artwork, stating what they feel they did well.</p>	

	<p>Draws bodies and shapes for objects that are an appropriate size and have some features</p> <p>Draws simple shapes for other objects.</p> <p>Draws simple shapes for other objects.</p> <p>To work on a range of materials of different textures (eg. playground, bark, clay).</p> <p>To begin to develop observational skills by using mirrors to include the main features of faces in their drawings.</p> <p>To begin to enjoy looking at and talking about art.</p> <p>To being the talk about their artwork, stating what they feel they did well.</p>	To talk about their artwork, stating what they feel they did well.		
Design and Technology		Junk modelling	Fruit salad	Textiles
Key knowledge and skills	<p>To learn to use the creative workshop area.</p> <p>To use glue sticks carefully</p> <p>To use PVA glue and spreaders carefully.</p> <p>To learn to use the tape dispenser</p> <p>To begin to make verbal plans and materials for their junk models.</p>	<p>To make verbal plans and material choices to developing a junk model.</p> <p>To improve fine motor/scissor skills with a variety of materials.</p> <p>To join materials in a variety of ways (temporary and permanent).</p> <p>To join different materials together.</p> <p>To describing their junk model, and how they intend to put it together.</p> <p>To give a verbal evaluation of their own and others' junk models with adult support.</p> <p>To check to see if their model matches their plan. To consider what they would do differently if they were to do it again.</p> <p>To describe their favourite and least favourite part of their model.</p>	<p>To explore fruits and vegetables and the differences between them.</p> <p>To use adjectives to describe how fruits and vegetables look, feel, smell and taste.</p> <p>To design a rainbow salad recipe.</p> <p>To create a rainbow salad and talk about the importance of healthy eating.</p> <p>To label their design</p> <p>To talk about the importance of a healthy lifestyle.</p>	<p>To discuss what a good design needs.</p> <p>To design a simple pattern with paper.</p> <p>To design a bookmark.</p> <p>To choose from available materials.</p> <p>To develop fine motor/cutting skills with scissors.</p> <p>To explore fine motor/threading and weaving (under, over technique) with a variety of materials.</p>

		<p>To know there are a range to different materials that can be used to make a model and that they are all slightly different.</p> <p>To make simple suggestions to fix their junk model.</p>	<p>To reflect on their design making simple suggestions for improvement.</p>	<p>To use a prepared needle and wool to practise threading.</p> <p>To reflect on a finished product and comparing to their design.</p> <p>To know that a design is a way of planning our idea before we start.</p> <p>To know that threading is putting one material through an object.</p>
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