
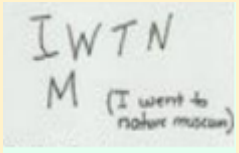
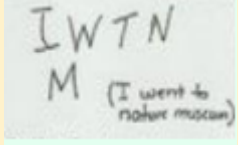
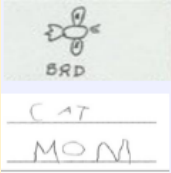

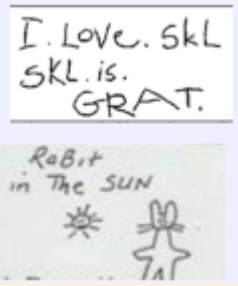
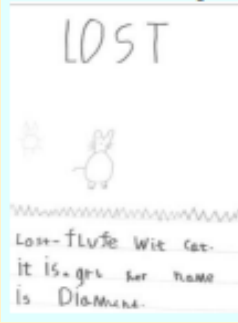


	Autumn		Spring		Summer	
	All About Me	Transport	Space	Growing and Changing	Kings and Queens	Stories from the Past
<b>Communication and Language</b> - Listening, Attention and Understanding -Speaking	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<b>Development Matters</b>	<p>Understand how to listen carefully and why listening is important.</p> <ul style="list-style-type: none"> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Develop social phrases</li> <li>• Engage in story times.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Describe events in some detail</li> <li>• Learn new vocabulary</li> </ul>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Use talk to help work out problems and organise thinking and activities</li> </ul> <p>explain how things work and why they might happen.</p> <ul style="list-style-type: none"> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<p><u>ELG: Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><u>ELG: Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>			
<b>Skills</b>	<p>To talk about themselves and others.            To sing songs.            To speak about a range of texts.            To make comments about their observations            To describe features of traditional stories.            To speak with their peers through play</p>	<p>To begin to ask questions about familiar aspects of their environment and their learning.            Use different tenses when they speak            To speak with their peers about a subject that interests them            To be able to find their way around a non-fiction book            To speak in a sentence</p>	<p>To be able to give facts about a specified subject.            To describe familiar texts with detail and using full sentences.            To talk about events familiar to them in the past            To be able to re-tell stories in their own words.  <b>To be able to interact, converse, listen, engage, respond, elaborate, tell stories, role play, express ideas and feelings.</b></p>			
<b>Knowledge</b>	<p>To know about others.            To know familiar songs.            To describe different story and non-fiction texts.            To know different traditional stories.            To know about different festivals.            To be able to talk about how different people help us.            To begin to talk about why things happen using new vocabulary learnt</p>	<p>Express their ideas and feelings about their experiences.            To talk confidently about why things happen using new vocabulary learnt.            To engage in meaningful conversations with others            To know a range of stories, rhymes and poems            To know the meaning of some words</p>	<p>To engage in meaningful conversations with others.            To know a range of facts.            To know different features of a text.            To know about events that have happened in the past.            To know the meaning of important words that they can use in context            To know and enjoy a wide range of stories, rhymes and poems</p>			

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<b>Personal, Social and Emotional</b> ·Self-Regulation ·Managing Self ·Building Relationships	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 9 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.					
<b>Development Matters</b>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> <li>• Builds constructive and respectable relationships</li> <li>• Express their feelings and consider the feelings of others</li> <li>• Regulate behaviour accordingly</li> <li>• Work and play cooperative and take turns with others</li> <li>• Give focus attention to what the teacher says • Explain the reasons for rules</li> <li>• Manage own basic hygiene and personal needs</li> </ul>		<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others • Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> </ul>		<p><u>Self-Regulation (ELG)</u></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><u>Managing Self (ELG)</u></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p>Building Relationships (ELG • Work and play cooperatively and take turns with others.</p> <ul style="list-style-type: none"> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	
<b>Skills</b>	To describe a friend. To know and demonstrate friendly behaviour. To understand how to be a good friend. To learn to join in with whole group activities. To choose an activity independently. To learn about important dates in their lives. To be able to describe how they might be feeling and what they can do to help themselves. To go to the toilet and wash their hands independently		To learn right from wrong. To understand how to make the right choices and the consequences of not making the right ones. To identify ways of being helpful to others and how this will make them feel. To be able to talk about what they are good at To be able to describe a goal they might have To be able to talk/sort healthy from unhealthy		To be able to talk about how we feel when things change e.g. going to Year 1 To have strategies for what to do when we face a challenge. <b>To be able to communicate feelings and emotions, form relationships with others, co-operate, negotiate, set goals, persist, wait, focus attention, manage own needs and self-regulate.</b>	
<b>Knowledge</b>	To know what the rules of the classroom are To know what the school rules are To know why it is important to tidy up and how to do it Know the story of the Colour Monster and which colours represent which feelings To know that families and people are different		To know why they are special To know what a goal is To know what we need to do to stay healthy To know a range of healthy food and drink To know how to look after their teeth		To talk about the world that we live in and how there are similarities and differences when looking at different aspects. To be able to know more about the relationships they have at home with their family and friends. To know what I have achieved since being in Reception	

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<b>Physical Development</b> ·Gross Motor Skills ·Fine Motor Skills	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. 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.</p>					
Development Matters	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>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.</li> <li>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian</li> </ul>	<p><u>ELG: Fine motor Skills</u></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul> <p><u>ELG: Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> </ul>			
Skills	<p>To begin use a dominant hand. To begin to form recognisable letters in their name and letters that they have been taught in line with their phonics/letter families. To use climbing equipment safely and competently. To begin to negotiate space effectively. To begin to use anticlockwise movement and retrace vertical lines.</p>	<p>To use a more dominant hand with a more effective grip. To form more letters correctly in line with phonics/letter families</p> <p>To show good practice with regard to exercise, eating, sleeping and hygiene. To be able to balance and coordinate safely. To negotiate space effectively. To handle tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly. To show good control and co-ordination in large and small movements.</p> <p><b>To have control, confidence, fine motor skills, gross motor skills, core-strength, co-ordination, positional and spatial awareness</b></p>			
Knowledge	<p>To know which hand to write with. To know how to use the adventure playground safely. To know how to use scissors safely and begin to snip/cut out shapes of increasing difficulty. To know how to make anticlockwise movement and retrace vertical lines.</p>	<p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. To know how to use scissors more effectively. To know why it is important to handle different apparatus safely.</p>	<p>To know how to form letters correctly. To know how to use scissors effectively. To know how to handle a range of equipment and tools effectively.</p>			

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<b>Literacy</b> ·Comprehension ·Word Reading ·Writing	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).					
Development Matters	Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form some lower-case letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.	<ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense</li> </ul>	<u>Comprehension</u> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <u>Word Reading</u></li> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <u>Writing</u> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>		
Skills	Listening to and identifying sounds in the environments. Listening to and hearing initial sounds in familiar words. To identify sounds on a sound mat. Listens to familiar stories and able to recall some facts. Listening to and hearing sounds in CVC words. To identify sounds on a sound mat and to use this when writing.	To think of and write a short, simple phrse/sentence. Listening to and hearing sounds in CVC and CVCC words. Identifying sounds on a sound mat. Listens to stories and is beginning to anticipate what may happen next. Identifying sounds, including phonemes and other digraphs on a sound mat.	To think of and write a short, simple sentence. Listening to and hearing sounds in CVC and CVCC words. Identifying sounds, including phonemes and other digraphs on a sound mat. Checking written work and making any changes where necessary. Listens to stories and is beginning to anticipate what may happen next. To think of and write a short, simple sentence.			
Knowledge	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Knows how to sequence familiar stories. Knowing that words can be written. Reading some red words in text.	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Recognising taught red in text. Knows how to spell some familiar words.	Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught red words in text. To know that a sentence starts with a capital letter and ends with a full stop. Knowing that sentences can be extended by using a connective. Uses learnt words and phrases to discuss familiar stories or during role play. Knows how to spell some familiar words.			

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<p><b>Literacy</b></p> <p>·Writing Texts as a stimulus</p> <p><b>This may change depending on interests/need</b></p>	<p>Name writing Incredible You The Tiger who Came to Tea The Colour Monster feelings jar The Jolly Postman-initial sounds Zog and the Flying Doctors-recall parts of story The Leaf Thief-oral composition People Who Help Us</p>	<p>Name writing You Can't Take an Elephant on the Bus cvc word building/writing. Bonfire Night Naughty bus words Duck in the Truck captions Wheels on the Tuk Tuk Christmas cvc words/caption writing</p>	<p>Whatever Next-sequencing, captions, re-telling the story. Chinese New Year mark making 'Our Solar System' information.</p>	<p>Describing a spring scene. The Tadpole's Promise-character speech bubbles. What the Ladybird Heard-wanted poster We're Going on an Egg Hunt-re-tell the story using simple captions</p>	<p>Label the different features of a castle. Label the different hats from the story 'The King's Hats'. Re-tell the story of 'The King's Runaway Crown'. The King who Banned the Dark writing. If I were Prime Minister writing/oral composition.</p>	<p>Little Red Reading Hood setting description. Anansi the Spider Facts about spiders Wisdom Pots about Africa Aaaaarrgghh Spider-speech bubbles for characters.</p>
<p>Progression of Writing</p>	<p>Transitional writing</p>  <p>Invented or Phonetic spelling</p> 	<p>Invented or Phonetic spelling</p>  <p>Beginning word or phrase writing</p> 	<p>Beginning word or phrase writing</p> 	<p>Conventional spelling</p> 	<p>Sentence writing</p> 	
<p>Poems/ Nursery Rhymes</p>	<p>1, 2 Buckle my Shoe Hickory, Dickory Dock Baa Baa Black Sheep Heads, Shoulder, Knees and Toes</p>	<p>London Bridge is Falling Down Wheels on the Bus Little Miss Muffet Little Bo Peep</p>	<p>Twinkle, Twinkle Star light, star bright Jack and Jill It's raining its pouring</p>	<p>Old Macdonald had a Farm Ladybird, Ladybird Mary had a Little Lamb Mary, Mary Quite Contrary</p>	<p>Old King Cole The Grand old Duke of York Sing a Song of Sixpence</p>	<p>Poetry Week Monday's child See-saw Margery Daw Jack be Nimble</p>
<p>Phonics/ Handwriting Children do dictated phonics write each week</p>	<p>S, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r</p> <p>Pre-handwriting patterns FFT phonics letter formation rhymes</p>	<p>h, b, f, ff, l, ll, ss, j, v, w, x, y, z The, I, he, she, is, to, go, of, as, we, are, you, into Long letters l, i, t, u, j, y (down) Assess</p>	<p>zz, qu, ch, sh, th, ng be, me, his, no, so, has Curved letters r, n, m, p, k, h, b Assess</p>	<p>ai, ee, igh, oa, oo, oo, ar do, her, my, by, ask, our, says, they, said, was, were, put, all, there, like Curly letters c, a, o, d, g, q, s, f, e Assess</p>	<p>or, ur, ow, oi, here, where, today, when, what, come, some, push, pull, friend, school, out Zig-zag letters-v, w, x, z Assess</p>	<p>Ear, air, ure, er one, once, your, love, house, full, little Handwriting consolidation Transition assessment</p>



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<b>Mathematics</b> ·Number ·Numerical Patterns	<p>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.</p>					
<b>Development Matters</b>	<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Subitise to 5</li> <li>Link the number symbol (numeral) with its cardinal number value</li> <li>Compare numbers</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>Continue, copy and create repeating patterns.</li> </ul>		<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Subitise to 5</li> <li>Link the number symbol (numeral) with its cardinal number value</li> <li>Compare numbers</li> <li>Explore the composition of numbers to 10.</li> <li>Automatically recall number bonds for numbers 0-10.</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>Continue, copy and create repeating patterns.</li> </ul>		<ul style="list-style-type: none"> <li><u>Number</u></li> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5 and beyond</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> <li><u>Numerical Patterns</u></li> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>	
<b>White Rose Maths</b>						
	<p>Skills- counting, representing, subitizing, comparing, creating patterns, partitioning, combining, sharing, measuring, combining, describing, exploring, manipulating, reasoning, recall, abstract thinking</p>					

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	All About Me	Transport	Space	Growing and Changing	Kings and Queens	Stories from the Past
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>·Past and Present</li> <li>·People, Culture and Communities</li> <li>·The Natural World</li> </ul>	<p>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.</p>					
Development Matters	<p>Talk about members of their immediate family and community.</p> <ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>		<p>Comment on images of familiar situations in the past.</p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>		<p><u>Past and Present</u></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul> <p><u>The Natural World</u></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>	
Skills	<p>To talk about their family</p> <p>To talk about the changes they observe in their environment – Seasons link.</p> <p>To talk about how Hindus celebrate Diwali.</p> <p>To be able to talk about the different jobs that adults do and how they can help us. To make a simple map</p>		<p>To identify and sort healthy/unhealthy foods.</p> <p>To identify and group a range of fruits and vegetables.</p> <p>Talking about the life cycle of plants and animals and what they need to survive.</p> <p>To be able to describe some of the planets.</p> <p>To be able to sequence different life cycles.</p>		<p>To be able to create a Royal family tree</p> <p>Create a storyboard of a Greek myth</p> <p>Create their own shadows/explore light and dark</p> <p>To be able to explain, predict, explore, investigate, respect, be curious, make connections, try things in different ways, question, apply skills and concentrate.</p>	
Knowledge	<p>To know the names of different body parts.</p> <p>To know that there are many countries around the world.</p> <p>To know that people around the world have different religions.</p> <p>To know about Harvest/Remembrance/Diwali</p> <p>To know that adults do a variety of jobs.</p> <p>To know that the emergency services exist and what they do.</p> <p>To know about different types of transport past and present</p>		<p>To know the names and order of the planets.</p> <p>To know that some foods are unhealthy.</p> <p>To know the names of common fruits and vegetables.</p> <p>To know about different life cycles.</p> <p>To know about the first moon landings.</p> <p>To know that lent is a time when Christians are getting ready for Easter.</p>		<p>To know and name some members of the Royal family and know about some monarchs and what happens when there is a Coronation Know features of a castle</p> <p>Know about the role of Parliament and the Prime Minister</p> <p>Know that there were different types of stories told in the past</p> <p>Know some names of countries in Africa and how it is different to U.K Know why we have shadows Know about spiders</p>	

	Autumn		Spring		Summer	
	All About Me	Transport	Space	Growing and Changing	Kings and Queens	Stories from the Past
<b>Expressive Arts and Design</b> ·Creating with Materials ·Being Imaginative and Expressive	<p>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.</p>					
<b>Development Matters</b>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.            Listen attentively, move to and talk about music, expressing their feelings and response            Watch and talk about dance and performance art, expressing their feelings and responses.            Sing in a group or on their own.            Develop storylines in their pretend play            Create collaboratively, sharing ideas, resources and skills</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them            Create collaboratively, sharing ideas, resources and skills            Explore and engage in music making and dance, performing solo or in groups            Develop storylines in their pretend play            Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>			
<b>Skills</b>	<p>Create a self-portrait/family picture using a range of materials.            Use different everyday objects to print with/loose parts in order to create an effect            Use a template to help them to construct a poppy            Use different types of pens/tools to create simple patterns            Use small world to create a simple storyline            Perform in a Christmas performance-singing/dancing in a group            Being able to describe how a piece of music might make you feel</p>	<p>Use pencil to do portrait of another person (astronaut)            Construct an astronaut in order to create a space scene            Be able to use watercolours for artistic effect            Use loose parts to create a constellation            Use a ‘wash’ and wax resist            Use chalk to blend/smudge and create a certain effect            Observational painting/drawing            Hear and copy a pattern using body percussion and instruments            Use small world to create a storyline            Be able to talk about the work of different artists and musicians</p>	<p>Use different materials to create a stone effect (castle)            Use different materials to construct a 3D crown            Use a range of percussion instruments to make a sound story            Perform the sound story            Use different shapes to create an African pattern            Use lines and curves to create a spiders web            Use different materials to create a collage-revisiting their work            Be able to talk about the work of different artists and musicians  <u>To be able to imagine, create, explore, observe, participate, express, communicate, interact, appreciate, engage, experiment, share, explain, sing, move and dance.</u></p>			
<b>Knowledge</b>	<p>Know what features to include when doing a portrait            Know what the primary colours are and what happens when you mix them together.            Know what role they can take on in a role play area and what they need to do in that role alongside their peers            Know how to use scissors and other equipment safely            Know a range of nursery rhymes and songs and be able to use some actions with the correct words.            Know that music can have a ‘feeling’</p>	<p>Know how to print effectively using different shapes            Know how to describe a planet in order to use watercolours to create their own planet            Know about different constellations            Know what happens when you paint over a wax resist            Know about the importance of looking very closely at an object before drawing or painting.            Know about seasonal changes and how this can be represented through art            Know that we can hear and make patterns with music</p>	<p>Know what different castles look like            Know about the different crowns that monarchs wear            Know how we can use different sounds to make a story            Know about where we might see different patterns in African culture            Know what a collage is and this can be used in the style of an artist</p>			