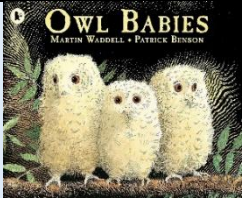
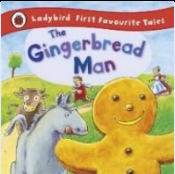
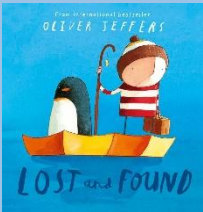
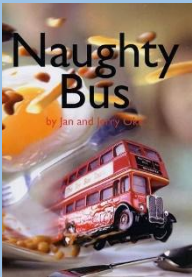
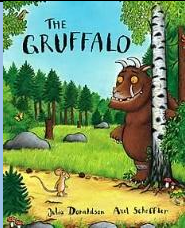
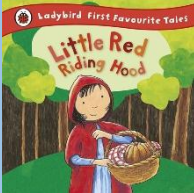
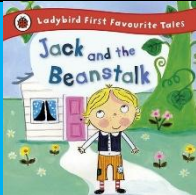
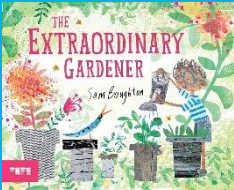
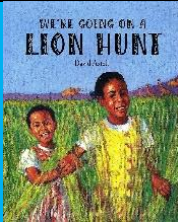
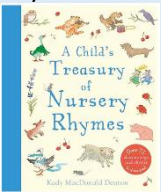


Curriculum Overview Year Reception

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus Themes	Little Me, Big World	Changing seasons	Going on an adventure!	Terrific Tales	Come outside!	Amazing animals around us
Visits		Watch KS1 Nativity performance Book fair	Visit to local library	Book fair Museum	Visit to a Temple/Mosque – what is it like to live in Swindon	Farm trip – (growing and drawing animals & exploring, new and old tractors) Year 6 leavers performance
History/events	(having old toys/items in the role play corner)	Diwali Remembrance Day Christmas & Christmas song performance Guy Fawkes/bonfire night Cooking – Gingerbread Men	Lunar New Year Water/Ice Experiments (floating/sinking).	Mother's Day Easter - egg hunt	Planting seeds Ramadan Eid Growing potatoes	Father's Day Summer party day
Story Focus	SET TEXT: Nursery Rhymes (3 weeks) Owl Babies The little red hen	SET TEXT: The Gingerbread Man Stick Man	SET TEXT: Lost and Found The naughty bus	SET TEXT: The Gruffalo Little red riding hood	SET TEXT: Jack and the Beanstalk The Extraordinary Gardener	SET TEXT: We're Going on a Lion Hunt Betsy Buglove Saves the Bees.

	 	  	 	 	 	 
Nursery Rhyme Focus	Head, Shoulders, Knees and Toes 1, 2, 3, 4, 5 Once I caught a Fish Alive Nelly the Elephant Five Little Speckled Frogs * Twinkle Twinkle	10 Little Snowflakes 10 Sparkling Fireworks 12 Days of Christmas Dingle Dangle Scarecrow I'm a Little Teapot *Baa Baa Black Sheep	Down in the Jungle The Animals went in Two by Two Little Miss Muffet *Incy Wincy Spider *Mary had a Little Lamb	I can sing a Rainbow 10 Green Bottles *Hey Diddle Diddle Hot Cross Buns *Hickory Dickory Dock	*Sing a Song of Sixpence *Mary, Mary Quite Contrary Two Little Dickie Birds 5 Little Ducks *Three Blind Mice	Teddy Bears' Picnic 10 Fat Sausages Oh, I do like to be beside the seaside! *The Grand Old Duke of York *Jack and Jill *Humpty Dumpty
Writing focus	Orally retell a story Write initial sounds	Orally retell the story of The Gingerbread Man using story map Write words / label connected to The Gingerbread Man story Write a list	Orally retell the story a using story map Write a sentence	Orally retell the story a using story map Write a description	Orally retell the story a using story map Recount the story	Orally retell the story a using story map Recount and Innovate the story

Book Talk (Nourishing)	Owl Babies Little red hen The Big Book of Families My Hair The Colour Monster Binnys Diwali Only One You Elmer	Gingerbread Man Pumpkin soup Funnybones The Squirrels that squabbled The Leaf Thief Stickman Nativity	Little Red Riding Hood Lost & Found Penguin Huddle There's no big bad wolf in this story Goldilocks, A Cautionary tale The Magic Paint brush/ To Carnival	The Gruffalo Mr Gumpy's Motor Car The Naughty Bus The Snail and the Whale The Smeds and Smoos Easter Story	Jack and the Beanstalk The extraordinary gardener Runaway Pea Oliver's Vegetables Secret Gardener Supertato	We are going on a Lion Hunt Jungle Jamboree What the Ladybird Heard, Betsy Buglove Saves the Bees. Super worm The Giant Jam sandwich. The Woolly Bear Caterpillar.
Stories we already love (book corner books)	We're Going on a Bear Hunt Brown Bear, Brown Bear? Peace at Last? Dear Zoo Guess how much I love you This is the bear The Little Red Hen	Chicken Licken We're going on an elf hunt	Goldilocks and the three bears Three little pigs	Three Billys Goats Gruff Ugly duckling	The Enormous Turnip Hungry Caterpillar	The Bad Tempered Ladybird Monkey Puzzle Farm yard hullabaloo
Poetry Basket (nourishing)	Treasury of Nursery Rhyme Books 	Furry Squirrel (Spring poetry basket) Shoes Pointy hat 5 little pumpkins Leaves are falling Falling apples A basket of apples The Fox (Summer poetry basket)	I can build a snowman Let's put on our mittens Pancakes by Christina Rossetti Popcorn Carrot nose Who has seen the wind?	Spring Wind A little house Mrs Bluebird Hungry Birdies Stepping stones	A little seed (spring poetry basket) 5 little peas If I were so very small Thunderstorm Pitter patter	Mice (Autumn poetry basket) A little shell Under a stone I have a little frog Monkey babies Sliced bread
Basket of Books :Themes	All About Me PHSE/Diversity Books Transition to School Pete the cat - rocking in my school shoes Harry and the bucketful of dinosaurs go to school	Autumn Diversity books Christmas We are Going on a Leaf Hunt There is an Elf in your Book A Very Corgi Christmas The Very Helpful Hedgehog Seasons	Winter Diversity books Pancakes Mr Wolf's pancakes Jack frost One snowy night Penguin small Hello winter Ruby's worry Ravi's roar My Daddies	Spring Diversity books Easter Rhyming rabbit The runaway train 100 decker bus You can't take an elephant on a bus Pink is for boys Zog The Room on the broom	Summer Diversity books The boy with flowers in his head Once there were giants 10 seeds Hair love Jabari jumps Clean up	Mini beast Diversity books Nature-inspired books Nature's Tiny Miracle – Bee The Very Busy Spider Spinderella The Backyard Bug. Ugly Bug Ball Superworm

	Charlie and Lola – I am too absolutely small for school The pigeon has to go to school I don't want to go to school Starting school Marvelous me Here we are Incredible you Boris starts school All are welcome Lulu's first day A handful of buttons Perfect fit My family and other families: finding the power in our differences The last noo noo	Meesha's friends Robots everywhere The girl with two dads Pumpkin jack WOW! Said the owl Leaf man What did the tree see? Mog's Christmas Father Christmas needs a wee The Jolly Postman's Christmas Normon saved Christmas	No problem The way back home for wolf Cave baby The Blue balloon Princess smarty pants I definitely don't like winter After the storm Ian's walk My mums love me	There's no dragon in this story Hello spring Bloom The odd egg Seasons come, seasons go: Tree Paper dolls Two mums and a menagerie Whatever next Town mouse and country mouse Proudest Blue Clean up!	Somebody crunched colin Somebody swallowed Stanley Sharing a shell How are you, Verity 14 reasons why it's ok to be you Peace at last A piece of cake Perfectly Norman	Old Mikamba Going to the dentist Eating well If bees disappeared 5 minutes peace Six dinner Sid Mog the forgetful cat We all went on a safari Anansi the spider
Communication and Language Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Word Aware 2, EYFS productions,	Listening and attention: Listen to others in one-to-one or small groups, when conversation interests them. Understanding: Understands use of objects (e.g. Which one do we cut with?). Speaking: Be able to use language in recalling past experiences. Retell a simple past event in correct order (e.g. went down slide, hurt finger).	Listening and attention: Listen to familiar stories with increasing attention and recall. Understanding: Show an understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture. Speaking: Beginning to use more complex sentences to link thoughts (e.g. using and, because). Use talk to explain what is happening and anticipate what might happen next.	Listening and attention: Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Understanding: Respond to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box. Speaking: Beginning to use a range of tenses (e.g. play, playing, will play, played). Use intonation, rhythm and phrasing to make the meaning clear to others.	Listening and attention: Focusing attention – can still listen or do, but can change their own focus of attention. Is able to follow directions (if not intently focused). Understanding: Beginning to understand why and how questions. Understand a range of complex sentence structures including negatives, plurals and tense markers. Speaking: Use talk in pretending that objects stand for something else in play, e.g. This box is my castle.	Listening and attention: Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity. Understanding: Beginning to understand humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Speaking: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	Listening and attention: May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. Understanding: Listen and responds to ideas expressed by others in conversation or discussion -Understand questions such as who; why; when; where and how. Speaking: Link statements and sticks to a main theme or intention.

assemblies and weekly interventions.	Talk more extensively about things that are of particular importance to them.	Question why things happen and give explanations. Asks e.g. who, what, when, how.	Build up vocabulary that reflects the breadth of their experiences.	Use language to imagine and recreate roles and experiences in play situations.	Introduce a storyline or narrative into their play.	Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
Personal, Social and Emotional Development	Making relationships: Seek out companionship with adults and other children, sharing experiences and play ideas. Sense of Self: Becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. Understanding Emotions: Express a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. Talk about how others might be feeling and	Making relationships: Uses their experiences of adult behaviours to guide their social relationships and interactions Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions. Sense of Self: Is sensitive to others' messages of appreciation or criticism. Enjoys a sense of belonging through being involved in daily task. Understanding Emotions: Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. Understand that expectations vary depending on different events, social situations and	Making relationships: Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play. Sense of Self: Is aware of being evaluated by others and begin to develop ideas about themselves. Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things/social situations and being able to express their needs and ask adults for help. Understanding Emotions: Understand their own and other people's feelings, offering empathy and comfort. -Talks about their own and others' feelings and behaviour and its consequences.	Making relationships: Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking - Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. Sense of Self: Recognises that they belong to different communities and social groups, communicating freely about own home and community. Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Understanding Emotions: Attempt to repair a relationship or situation where they have caused upset and understands how their actions impact other people. Is more able to manage their feelings and tolerate	Making relationships: Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves or with support. Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. Sense of Self: Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups. Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. Understanding Emotions: Seeks support, "emotional refuelling" and practical help in new or challenging situations. Is aware of behavioural expectations and sensitive to ideas of justice and fairness.	Making relationships: Is proactive in seeking adult support and able to articulate their wants and needs. Sense of Self: Has a clear idea about what they want to do in their play and how they want to go about it. Shows confidence in choosing resources and perseverance in carrying out a chosen activity. Understanding Emotions: Seek ways to manage conflict, for example through holding back, sharing, negotiation and compromise.

Jigsaw	respond according to their understanding of the other person's needs and wants. Being Me In My World -Knowing we are similar & different. -Start to recognise and manage my feelings. - Understand why it is good to be kind and use gentle hands - Start to understand children's rights -Learning what being responsible means -Enjoy working with others.	changes in routine, and becomes more able to adapt their behaviour in favourable conditions. Celebrating Differences -Identify something I am good at. - Understand that being different makes us all special. -Explain how to be a kind friend. -Know which words to use to stand up for myself.	Dreams and goals -Understand that if I persevere then I can tackle challenges. -I can set a goal and work towards it. -I can use kind words to encourage people. -I can say how I feel when I achieve a goal and know what it means to feel proud.	situations in which their wishes cannot be met. Healthy Me -Understand that I need to exercise to keep my body health. -Understand how moving and resting are good for my body. -Know which foods are healthy and not so healthy. -I know how to help myself go to sleep and understand why it is good for me. -I can wash my hands. -I know what a stranger is and how to stay safe.	Relationships -I can identify some of the jobs I do in my family. -I know how to make friends. -I can think of ways to solve problems. I am starting to understand the impact of unkind words. -I can use Calm Me time to manage my feelings. -I know how to be a good friend.	Changing Me -I can name parts of the body. - I can tell you some things I can do and food I can eat to be healthy. - I understand that we all grow from babies to adults. - I can express how I feel about moving to Y1. -I can share my best memories from Reception.
Physical Development	PE: Getting changed independently	PE: Gymnastics Balanceability	PE: Ball skills Balanceability	PE: Bat and ball skills Balanceability	PE: Athletics	PE: Drumba
Literacy Phonics (Little Wandle)	s, a, t, i, p, n, m, d, g, o, c, k, ck CEW: I, the, go, to, no, into	ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk CEW: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be	ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er, double letters CEW: was, you, they, my, by, all, are, sure, pure	Review phase 3, words ending in -ing, -s, -es CEW: Review and secure	short vowels CVCC & CCVC, longer words, words ending in -ing, -ed, -est CEW: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Long vowel sounds CVCC & CCVC, words ending in -s, -es CEW: Review and secure all taught so far
T4W: Oral composition	Read the original story. Orally retell the story (simpler version and use actions.)	Read the original story. Orally retell the story (simpler version and use actions.)	Read the original story. Orally retell the story (simpler version and use actions.)	Read the original story. Orally retell the story (simpler version and use actions.)	Read the original story. Orally retell the story (simpler version and use actions.)	Read the original story. Orally retell the story (simpler version and use actions – this will be longer than the story

	Story map the story. The story map matches the oral retelling of the story. In the beginning, this may be a group story map. Orally retell the story using story maps.	Story map the story. Orally retell the story using story maps.	Story map the story. Orally retell the story using story maps.	Story map the story. Orally retell the story using story maps.	Story map the story. Orally retell the story using story maps.	used at the beginning of the year.) Story map the story. Orally retell the story using story maps.
T4W: Written composition	Drawing representation of the story/mark making Story map as a group (same story map as taught to whole class.) Name writing	Story map and label as a group (similar to story map as taught to whole class.) Lists Labels Name writing	Story map and label as a group. Write a sentence.	Story map a 3 part story and label as a group. Write a description. Write a 3 part story.	Story map a 5 part story and label as a group. Write a 5 part story.	Story map a 5 part story. Write a 5 part story with innovation. Write own story.
Maths	- Sing a range of counting songs - Understand/recognise numbers 1-5. - Count from 1-10. - count back from 10-1. - Subitise dice patterns 1-6. - subitise 1-5 on tens frames and Numicon. - Use resources to find one more and one fewer to 5. - Begin to use the sentence stems 'bigger than', 'smaller than', 'fewer than' and 'more than'.	- Play subitising games using dice and snap cards. - make amounts 6-10 using tens frames using '5 wise' patterns. - Recognise Numicon shapes 1-10. - Compare Quantities to 5. - Understand/recognise numbers 6 -10. - Count from 1-20. - Count backwards 10-0. - Recognise 1-10 on two tens frames and Numicon and order them. - Count & create sets of objects to 10. - 1 more and 1 fewer to 7.	- Subitise non-standard dot patterns 1-5. - Explore numbers hiding in other numbers. - Add and subtract numbers using tens frames & Numicon. - 'Real life' addition and subtraction problems up to 5. - Count from 1-20. - Count backwards 10-0. - Explore 'wholes' and 'parts'. - Explore 3D shapes in the environment through walks etc. - Compare using the sentence stems 'taller than' and 'shorter than'.	- Continue adding and subtracting on two tens frames. - Match numerals to tens frames. - 'Real life' addition and subtraction problems up to 5. - Explore odds and evens using Numicon. - Count from 1-30. - Count in 1's to 20 from a given number. - Find sets of 1-10 things using pictures and in the environment. - Partition sets. - Sing 2D and 3D shape songs.	- Sing double songs 'Mr double trouble' etc. - Subitising talk i.e. 'I can see 3 red dots and 1 blue dot'. - Use tens frames and Numicon to double numbers 1-5. - Use tens frames to halve numbers to 10. - Identify odd and even numbers as part of routines/environment. - Explore how 9 and 10 can be made using two Numicon shapes. - Subtract numbers 1-5 from Numicon shapes. - Count from 1-30. - Count backwards 20-0. - Explore how 10 can be portioned into two sets. - Use Numicon and tens frames to halve '2, 4, 6, 8 & 10).	- Make numbers 16-20 using tens frames and Numicon. - Make 1 more and 1 fewer using tens frames up to 20. - Practice writing digits 0-9, mostly formed correctly. - Order Numicon shapes 1-20 and 20-1. - Compare quantities 1-20 using language 'greater than, larger than & smaller than'. - Count in 1's from 1-50. - Count back in 1's from 20-0. - Count in 10's from 0-100. - Explore fact families. - Tell/answer 'first, then and now' stories. - Write addition and subtraction number sentences.

					- Order objects according to height and length.	- Reasoning and problem-solving activities.
UTW Geography	School (orientation indoors and outdoors → outdoors) & (labelling the building and outside). Display a world map and label where children's families are from.	Queens Park Autumn welly walk (Taking photos for sequencing, discussing houses etc). -Observe our school seasons tree (Autumn).	Observe our school seasons tree – Winter. School grounds walk, including upstairs. David Attenborough – Blue planet (Link to lost and found). Exploring Antarctica (what would we need to pack?)	Observe our school seasons tree – Spring (observational tree drawing). The festival of colours to explore different countries. Share different cultures versions of famous fairy tales.	Queens Park Spring welly walk (Taking photos for sequencing & what's the same, what's different). Share non-fiction texts that offer an insight into contrasting environments.	Farm trip – Cotswold farm park (growing and drawing animals) Observe our school seasons tree – Summer (observational drawings). Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play (compare local pond to lake, sea etc). Exploring Africa (comparing UK farms to Africa – animals, we're going on a Lion hunt story).
UTW Geography: Mapping	Scaling: - Mini me (photos taken from the same spot for accurate scale). - small world resources (scales versions of real life objects) 'Pete the cat' and 'Roses walk'. Perspective: -Look at things from up high. -Look at things far away.	Discuss photos taken from walk to and from Queens Park and photos of Queens park. Make a 'map' of Queens Park & Draw features of Queens park. Tough tray small world of Queens park for children to use their mini me's in.	The train ride (Julie Crebbin) -read -sequence -create a small world -map	Re-read 'my map book'. Look at map of school on google maps – identify key parts of school from above. Look at map of local roads (what landmarks can they identify i.e., Aldi). Programme Beebot to move around a simple route.	Small world scene of outdoor area – hide object outside and same in scene, can they find the outdoor object in the scene? Repeat with a drawn map.	Re-read 'My map book' look at map of my heart. Make a circular map of farm.
UTW History	Visit from PCSO's & Fire Fighters (compare to photos of the past).	Collection of toys from the past. Show photos of how Christmas used to be	Listening to stories and placing events in chronological order.	Listening to stories and placing events in chronological order.	Listening to stories and placing events in chronological order.	Understanding how I have changed. Can draw similarities and make comparisons

	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Talk about members of their immediate family and community. Can talk about what they do with their family and places they have been with their family.	celebrated in the past (toys). Remembrance Day – BBC Bunny video to support explanation of the two world wars, recognising the emotions in the video Bonfire night – Guy Fawkes	Look at the difference between transport in this country and one other country. Look at transport in the past, comparing to a modern London double decker bus.	Parents invited in for spring stay and play	Using basic time words like first, then, now to explain the process of their beanstalk growing.	between other families (linked to we're going on a lion hunt).
UTW Science	Make toast for snack (changing states). Exploring materials. vocab of materials: - Same - Different - Similar - Sorting according to different criteria.	Make gingerbread men (cooking – changing states). Investigate light: - Torches - Coloured filters - Making a bulb light up - Light travelling through (or not) different materials. Observe the inside of a pumpkin.	Exploring Ice: - Tough tray outside - Frozen items Experiment – drop salt onto a block of ice & add food colouring. Ice is frozen water melting. Water to steam (changing states). Magnets in CP – experimenting i.e. is the largest magnet the most powerful? Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Materials: Floating / Sinking – boat building Metallic / non-metallic objects.	After close observation, draw pictures of the natural world, including insects and plants. Provide opportunities for children to note and record the weather. Make Easter chocolate shredded wheat nests (how chocolate hardens and melts). Plants and roots in CP with microscopes.	Listen to children describing and commenting on things they have seen whilst outside, including plants and mini-beasts. Plant, observe and draw radishes. Plant, observe and draw runner beans. Look at different types of eggs – duck, hen, quail (observational drawings, predictions). Building a 'Bug Hotel' Draw mini beats found in the digging area.	Harvest and taste radishes. Serve a chick hatching. Draw mini beasts found in the digging area. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals - Create opportunities to discuss how we care for the natural world around us (Somebody swallowed Stanley & David Attenborough). Forces – pushing items into water. Animal bones in CP.

			Can children differentiate between land and water.			
Expressive Arts and Design	Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.					
Creating with materials	Possible themes: Self-portraits Cooking toast Paint: -self-resources equipment -Use paint brushes appropriately -know how to organise and store painting creations Malleable: -Roll a sausage (playdough) -Roll a ball (playdough) Use various construction materials – exploring, creating bridges and passageways. -Notices what other children and adults do, mirroring what is	Possible themes: Firework paintings Diwali crafts Christmas crafts & songs Cooking – Gingerbread men Paint: -Mix primary colours -Use different brushes to create different lines -Paint using observation i.e. all things orange Malleable: -Pinch, pull and stretch to change the texture (playdough/plasticine) -Push and poke and make holes (playdough/plasticine) Use various construction materials – creating bridges and passageways. -Uses movement and sounds to express	Possible themes: Lunar New Year crafts Design and make a boat to float Paint: -Create different shades of colour -Create different effects using a variety of tools -Create paintings using tools to create an intended effect Malleable: -Experiment with tools to create a desired effect Select a tool to create a desired effect Use various construction materials – creating enclosures using spatial awareness. -Engages in imaginative play based on own ideas or	Possible themes: Design and make transport Spring tree – observational drawing Mother's Day cards Easter crafts Cooking – chocolate nests Paint: -Add white to create a shade -Choose the right tool for the piece of work -Paint using a variety of textured paint (water colour, cloud paint, sand paint). Malleable: -Make a spiral out of one piece of plasticine/clay Use various construction materials – symmetry and patterns, using more blocks. -Creates representations of both imaginary and real-life	Possible themes: Observational drawings of growing beanstalks Paint: -Use colour for purpose -Use lines for different effects to create collaborative painting -Mix and match colours to artefacts and 3D objects i.e. flowers Malleable: -Create a slip -Experiment with joining layers of clay Use various construction materials – symmetry and patterns, using more blocks and resources they have found around their classroom to support their own ideas (i.e. small world & lose parts). -Responds imaginatively to art works and objects e.g. this music sounds likes dinosaurs.	Possible themes: Father's Day cards Drawing mini beasts Summer tree – observational drawing Paint: -Adapt and change work to make improvements -Paint from imagination -Create a detailed painting Malleable: -Consider the skills, techniques and textures that your finished 3D model will require -Joining parts using a slip Use various construction materials – early representational, functional and naming of structures – buildings will be more complex and use of their knowledge of the world around them will be shown in their creations. -Uses combinations of art forms, e.g., moving and singing, making and dramatic

Being imaginative and expressive	observed, adding variations and then doing it spontaneously. -Plays alongside other children who are engaged in the same theme.	experiences, expertise, ideas and feelings. -Experiments and creates movement in response to music, stories, and ideas. -Sings to self and makes up simple songs.	first-hand or peer experiences. -Uses available resources to create props or creates imaginary ones to support play. Charanga music	ideas, events, people, and objects. - Initiates new combinations of movements and gestures to express and respond to feelings, ideas and experiences. Charanga music	- Chooses movements, instruments/ sounds, colours and materials for their own imaginative purposes. Charanga music	play, drawing and talking, constructing and mapping. - Introduces a storyline or narrative into their play. -Plays cooperatively as part of a group to create, develop, and act out an imaginary idea or narrative. Charanga music
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Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self 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. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.	ELG: Gross Motor Skills 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. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay. ELG: Word Reading 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. ELG: Writing 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.	ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns 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.	ELG: Past and Present 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. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World 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.	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive 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.